National Library of Canada
Bibliothèque nationale du Canada

Canadian Theses Service
Service des thèses canadiennes

Ottawa, Canada
K1A 0N4

NOTICE

The quality of this microform is heavily dependent upon the quality of the original thesis submitted for microfilming. Every effort has been made to ensure the highest quality of reproduction possible.

If pages are missing, contact the university which granted the degree.

Some pages may have indistinct print especially if the original pages were typed with a poor typewriter ribbon or if the university sent us an inferior photocopy.

Previously copyrighted materials (journal articles, published tests, etc.) are not filmed.

Reproduction in full or in part of this microform is governed by the Canadian Copyright Act, R.S.C. 1970, c. C-30.

AVIS

La qualité de cette microforme dépend grandement de la qualité de la thèse soumise au microfilmage. Nous avons tout fait pour assurer une qualité supérieure de reproduction.

S'il manque des pages, veuillez communiquer avec l'université qui a conféré le grade.

La qualité d'impression de certaines pages peut laisser à désirer, surtout si les pages originales ont été dactylographiées à l'aide d'un ruban usé ou si l'université nous a fait parvenir une photocopie de qualité inférieure.

Les documents qui font déjà l'objet d'un droit d'auteur (articles de revue, tests publiés, etc.) ne sont pas microfilmés.

La reproduction, même partielle, de cette microforme est soumise à la Loi canadienne sur le droit d'auteur, SRC 1970, c. C-30.

NL-339 (r. 88/04)

Canada

THE UNIVERSITY OF ALBERTA

PROFILE OF A GERMAN 10 CLASS

BY

CHRISTINA C. BEXTE

©

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE

OF MASTER OF EDUCATION

DEPARTMENT OF SECONDARY EDUCATION

EDMONTON, ALBERTA

FALL 1988

Permission has been granted to the National Library of Canada to microfilm this thesis and to lend or sell copies of the film.

The author (copyright owner) has reserved other publication rights, and neither the thesis nor extensive extracts from it may be printed or otherwise reproduced without his/her written permission.

L'autorisation a été accordée à la Bibliothèque nationale du Canada de microfilmer cette thèse et de prêter ou de vendre des exemplaires du film.

L'auteur (titulaire du droit d'auteur) se réserve les autres droits de publication; ni la thèse ni de longs extraits de celle-ci ne doivent être imprimés ou autrement reproduits sans son autorisation écrite.

ISBN 0-315-45789-9

THE UNIVERSITY OF ALBERTA

RELEASE FORM

NAME OF AUTHOR: Christina C. Bexte

TITLE OF THESIS: Profile of a German 10 Class

DEGREE: Master of Education

YEAR THIS DEGREE GRANTED: 1988

Permission is hereby granted to THE UNIVERSITY OF ALBERTA LIBRARY to reproduce single copies of this thesis and to lend or sell such copies for private, scholarly or scientific purposes only.

The author reserves other publication rights, and neither the thesis nor extensive extracts from it may be printed or otherwise reproduced without the author's written permission.

Christina Bexte

10220 - 90 Street
Edmonton, Alberta
T5H 1S1

Date: June 6,1988.

THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled PROFILE OF A GERMAN 10 CLASS submitted by CHRISTINA C. BEXTE in partial fulfilment of the requirements for the degree of MASTER OF EDUCATION

Douglas V. Parker
(Supervisor)

Date: June 6, 1988

ABSTRACT

This study determined the linguistic and attitudinal profiles of the typical clientele of the entry level high school German as a second language program, German 10. The results of a pilot study questionnaire, involving thirty-four students in Edmonton Public School District #7, allowed the researcher to develop a questionnaire which was later administered to sixty-one students in Lethbridge Public School District #51. A second questionnaire, completed by forty-two sets of parents in the Lethbridge study, provided information about the ethnic backgrounds of the families and the degree of parental involvement in the students' enrolment in the German 10 course. Sixty percent of the students had varying degrees of familiarity with the language, through previous instruction in junior high school or in heritage language school, or due to exposure to German within the family. In fact, half of this group were fluent or nearly fluent. More than half of the students (55%) had occasion to use German outside of the classroom, either in conversation with family and friends, or when observing traditions and religious customs. Forty percent of the students' families had one or more German speaking member(s). Only forty percent of the students enrolling in German 10 had no previous knowledge of German. Both parents and students agreed that the major expectation of the German 10 course was the development of aural/oral communication skills. Neither group felt the development of reading and writing abilities to be important expectations of the course. A majority of the students and parents believed a knowledge of German to be useful. Nearly thirty percent of the parents indicated that German

instruction was important for maintaining their family's ethnic heritage. More than three-quarters of the students liked German as a subject of study, although they had mixed views regarding its difficulty. The results of this research are in accord with other current data on the attitudes, motivations and expectations of students and their parents regarding the study of heritage languages.

ACKNOWLEDGEMENTS

The writer wishes to express appreciation to those who made the completion of this thesis possible.

First of all, special thanks to my supervisor, Dr. D.V. Parker, who has patiently guided me in my studies, as well as in the preparation and completion of this thesis. An additional thank you to Dr. Jacknicke, Chairman of the Department of Secondary Education, for his encouragement and support through the study period. The reading of the thesis and critical input by the committee members is much appreciated.

For the data provided by the students of the Edmonton Public School District #7 and the Lethbridge School District #51, as well as by those parents who volunteered information, the researcher is indebted and wishes to thank all participants for sharing their views. An additional thanks to both school and district administration,as well as participating teachers, who made their students accessible during a very busy time of the school year.

A special thanks to my family, who had faith in my goals. Thanks for believing in me! Ian, "merci mille fois", for getting me through the "thesis blues" again and again, and for your editorial assistance - ohne euch wär' es nichts!

TABLE OF CONTENTS

CHAPTER			PAGE
	INTRODUCTION		1
I.	THE PROBLEM		3
	1.1	Background to the Study	3
	1.2	Ethnicity	4
	1.3	Focus of the Study	8
		1.3.1 Rationale for the Study	8
		1.3.2 Statement of the Problem	9
	1.4	Definitions	10
	1.5	Delimitations	11
	1.6	Limitations	11
	1.7	Implications	12
II	FRAMES OF REFERENCE		13
	2.1	Changing Perspectives of the Language Teaching/Learning Process	13
	2.2	The Learner	16
	2.3	Current and Future Second Language Curriculum Trends in Alberta	18
	2.4	The German as a Second Language Curriculum	19
	2.5	The Second Language Classroom: Methodologies and Models	21

III DESIGN OF THE STUDY 23

3.1 Population 23

3.1.1 Research Sites 24

3.2 Instrumentation 25

3.2.1 Instrument Development 25

3.3 Methodology 27

IV RESULTS AND DISCUSSION 28

4.1 Participants 28

4.2 Background Information 29

4.3 Previous German Instruction 29

4.4 Languages Used at Home 30

4.5 German Use at Home 33

4.6 In What Circumstances is German Used in the Home? 35

4.7 Reading and Writing 36

4.8 Motivations and Expectations 38

4.9 Student Self-Assessment of Competence in Spoken German 41

4.10 Attitudes Towards German as a School Subject 46

CHAPTER		PAGE
V	CONCLUDING REMARKS AND RECOMMENDATIONS	47
5.1	Concluding Remarks	47
5.1.1	The German 10 Class Profile	47
5.1.2	The Profile of the German Ethnic Learner	48
5.2	Recommendations	49
5.2.1	Pedagogical Strategies in the German 10 Classroom	49
5.2.2	Suggestions for Program Planners and Developers	51
REFERENCES		53
BIBLIOGRAPHY		61
APPENDIX I	INTERPRETATION/DISCUSSION OF PILOT DATA	70
APPENDIX II	RESULTS - STUDENT QUESTIONNAIRE	75
APPENDIX III	RESULTS - PARENT QUESTIONNAIRE	88

LIST OF TABLES

Table	Description	Page
I	Comparative Language Skills of Students and Parents	32
II	German Speakers in The Students' Homes	34
III	Spot-Check of Self-Assessment Form	42
IV	Summary of Relative Difficulty of Linguistic Functions Identified in the Student Self-Assessment Form	44

LIST OF FIGURES

Figure		Page
I	Motivations of Students and Parents	39
II	Expectations of Students and Parents	40
III	Summary of Student Self-Assessments	42

INTRODUCTION

While much of the curriculum development and implementation in second language education has been focused on the semantic and syntactic elements of the Second Language (L2) and its Culture (C2), the language teaching/learning process still seems to be largely teacher-centered. While teachers are encouraged to be concerned about individual differences during teacher-learner and learner-learner interactions, other than in the socio-educational dynamics of the learning situation, the learner does not always seem to be at the centre of the process. This is to ignore the central BEING who is ultimately responsible for WHAT, HOW, and WHEN L2 learning occurs.

Perhaps this may explain a need perceived by the researcher to examine more closely the WHY of learner decisions to undertake L2 studies. In this examination, what role does Second Language learning play in the language learner's search for the "I" that is personal identity? Could this be the crux of the theoretical implications of motivation and affect outlined by theorists such as Gardner and Lambert(1972), J.H. Schumann(1975,1976,1978), and S. Krashen(1981) in the past two decades? The examination of the needs, motivations, background and expectations of learners may help us in both curriculum development and implementation, as well as give us further insights into the delicate dynamics of the classroom context, since the WHY of language planning in the program, curriculum, and implementation does not appear to have been adequately considered. (Cummins,1984).

In an attempt to deal with this question this researcher suggests that it may be valuable to examine more closely what the LEARNER brings to the situation. In conversation with teachers, there seems to be an agreement that no matter how carefully and thoroughly a lesson is planned, unless the learner actively participates, the result is frustration on the part of the teacher and minimal, if any, learning by the learner. It is necessary to remind oneself that the LEARNER ultimately has the responsibility for WHAT is learned, and that this may not be the same as the WHAT that the teacher had planned. Thus a basic examination of the WHY leading to the WHAT learners wish to acquire may help program planners, teachers and L2 learners alike.

CHAPTER I - STATEMENT OF THE PROBLEM

1.1 Background to the Study

Students entering high school in the province of Alberta are faced with many decisions when planning their programs. They may 1) opt to study those courses that will provide them with university entrance requirements; 2) choose courses that will lead to a general High School Diploma (general requirements for entry to college, other post-secondary institutions); or 3) prepare to enter the work force directly.

The high school student may choose to specialize in certain subject areas, including second language courses. While the majority of students entering High School at Grade 10 choose French as a second language, a certain percentage of students choose to enroll in a language other than French. The availability of alternate Second Language programs is dependent upon demand and the existence of qualified staff. Those students who are not able to enroll in a particular second language in their school may choose from those available through the Alberta Correspondence School offerings.

This study will focus on a sample of those students who chose to enroll in German as a Second language classes at the High School level. It will examine the motivations, expectations and background of this group of students, as well as those of their parents.

1.2 Ethnicity

In order to understand better the input provided by the respondents to the study, it may help to examine the factor of ethnicity. Ethnicity, a dimension of culture, refers to the shared heritage, background, origin, traditions, values, etc. of a group of people (Alberta Culture, 1984). It will be important to examine the background of the students and parents responding to the questionnaires to determine whether or not any of them are of German ethnic background.

This researcher suggests that a significant proportion of the students enrolled in the German as a Second Language Program (GL2) may be from families of the German ethnic community. Thus, some consideration of this group in the Canadian context may be helpful.

The Canadian Mosaic is a socio-political reality within which context we find various minority groups. The 1986 census (Statistics Canada) describes the German community as the third largest ethnic group in Canada (896,715), and the second largest in Alberta, with a population of 182,870 of German heritage. In 1981 the figures were 1,142,365 and 233,180 respectively (Palmer, H. and T. ,1985).

The first settlers of German origin in Canada arrived in 1664, settling near Quebec City. The mid-eighteenth century saw German settlements in the Halifax area - mostly fishermen and boat-builders (including the builders of the "Bluenose"). From the end of the eighteenth to almost the mid-nineteenth century German speaking

Mennonites settled in the Kitchener-Waterloo area. When the Canadian government was attempting to settle the prairies, large numbers of Mennonites established themselves in Manitoba, the vanguard of the thousands (300,000 by 1921) of pioneers of German origin. These people, most of them from Eastern Europe, were directed to Alberta, settling first in the Calgary and Pincher Creek areas. The homesteading rush, beginning in 1895, saw the settlement of German speaking immigrants as whole new communities, as for example at Bruderheim. Alberta towns and cities such as Edmonton, Josephburg, Duffield, Stony Plain, Spruce Grove, Leduc and Wetaskiwin saw an influx of immigrants of German heritage as the numbers in the province increased. (Alberta Culture-Cultural Heritage, 1982)

While the majority of settlers of German origin arrived prior to WWI, there was again an influx of central and eastern European immigrants during the interwar years. During the twenties, while Immigration policy still favored British immigrants to support an Anglo-Canadian society, 12,000 of the 100,000 immigrants who arrived in Alberta were of German origin. Only 27% of them were actually from Germany; the balance were German ethnics from Poland and Russia. Some of this group helped develop the Peace River area. A third of the newcomers, who were not farmers, preferred to settle in the larger centers, though some chose to work as laborers on the farms of family and friends. During the Depression, when economic conditions made farming difficult, many farm laborers migrated to the cities and the coal-mining areas of the province. Through an agreement between the federal government and the CPR, 2000 of the 20,000 Mennonites who

arrived in Canada at this time settled on irrigation land at Coaldale , near Lethbridge (Palmer, H. and T., 1985).

Anti-German feelings during both World Wars diminished the number of German immigrants. Immigration of these people to Alberta increased during the post-World War II period. Some of the new arrivals worked in the sugar beet fields of Southern Alberta, but most settled in the urban centers. Over a quarter of a million people of German origin emigrated to Canada between 1951-60. This influx subsided as the Federal Republic of Germany prospered. While certainly contributing to agriculture in this province, German-Canadians constitute an integral part of all areas of Alberta's history and development.

Many of the other ethnic groups have actively attempted to preserve their language and culture, even going so far as to establish private (Saturday or evening) classes for their maintenance. In some cases, these groups have also succeeded in establishing second language, bilingual, and/or immersion programs within the jurisdiction of the local school system. Strategies have varied, seemingly depending on whether the group preferred adaption or preservation of their language/culture (Schumann, 1977). The factor of social distance between the ethnic group and the English- speaking majority also played a role in the decision to maintain the ethnic heritage as represented by both language and culture.

Immigrants of German heritage, on the other hand, have tended toward assimilation, particularily since the last war. (The combination of guilt/racism which may have led to this tendency would be an interesting study in itself.) It has only been with the arrival of

recent immigrants of higher socio-economic status (mostly professionals) that the German ethnic community has exerted more pressure to establish heritage language programs (L2 and bilingual) within the jurisdiction of public schools.

This change in attitude may be attributed to various factors. Certainly, the temporal distance from the "attitudinal climate" of the forties is a factor. Concern about being no longer able to communicate meaningfully with family in "the old country" is another factor prevalent among second and third generations of immigrants. In addition there exists a growing desire on the part of the German community to re-establish contacts with the heritage language and culture (and possibly family in Europe) and thus rediscover their ethnic identity. Recent immigrants certainly have their own motives for the maintenance of the German language/culture, voicing their wish to preserve their culture.

Ethnic communities are thus strengthened by the support not only of new immigrants, but also second and third generations of Canadians of similar background. This revival of interest in the ethnic heritage has often been translated into power by certain societal factions through our political system. It is in this way that various programs have become part of the curriculum in the publicly-funded school system.

Students from the ethnic community may enroll in an available German language program for various reasons, each student having various goals and varying ability in the second language. Teachers and curriculum developers must certainly consider these factors in the

development of curriculum in this area and in the teaching approaches used in the high school German program.

1.3 Focus of the Study

While in the past attention has been given to the areas of second language curriculum and methodology for the L2 classroom, the students' perspectives and needs have not been considered to the same extent. It is this latter concern that will be dealt with in the present study.

1.3.1 Rationale for the Study

The German as a Second Language (GL2) Program in Alberta is designed for the the student of high school age with no previous knowledge of the German language and culture. Considering the size of the ethnic community in Alberta, this assumption may be flawed. One may indeed question who studies German at the high school level? How many students are actually "beginners" in this particular program?

Personal experience in the classroom has led this researcher to postulate that relatively few students enter the program with no previous second language exposure or instruction (ie. without some formal instruction in either German or French in previous grades, or exposure through home or community contacts.) The question arises as to whether or not the program meets the needs of the students of German origin enrolled, some of whom may have varying degrees of previous or

concurrent exposure to the language. An examination of the language backgrounds, motivations and expectations of students planning to enroll in this program would therefore be useful. A parallel study of their parents' views and backgrounds would be equally informative.

1.3.2 Statement of the Problem

Students who enter the German as a Second Language Program (German 10, 20, 30) in High School may already have a wide variety of previous and/or concurrent exposure to, and some level of fluency in, the German language. In addition, their motivation for enrolling in the program and their goals may also be varied in scope.

Consequently, the study attempts to identify the backgrounds, motivations, and expectations of students entering the first level of the German as a Second Language Program in September 1983 in the Lethbridge Public School District, as well as those of their parents, in an attempt to answer the following questions:

1) What language backgrounds do students bring to the situation?

2) What are the motivations and expectations of students who will enter the program?

3) What expectations do parents of Grade 9 students have of the German 10 program?

4) What effect should the backgrounds, motivations and expectations have on program implementation or development at both the provincial and local levels?

1.4 Definitions

The following definitions apply throughout this study:

1) learning - the process of internalizing 'new' aspects of knowledge through actual and vicarious experience;

2) teaching - the process of sharing knowledge with students;

3) language - the process of concept-building whose purpose is communication;

4) second language - the process of conceptualization/ communication in a language other than one's mother tongue (first language);

5) formal language instruction - that instruction received in a classroom whose focus is often metalinguistic skills;

6) language acquisition - non-classroom language learning (in a 'natural' environment);

7) language learning - language learning by the student in the classroom setting, including linguistic and communicative competence;

8) language instruction - formal presentation of the linguistic and communicative aspects of the second language(L2);

9) curriculum - the rationale, goals and content of a particular program which is actualized in the instructional context;

10) culture - the shared beliefs, knowledge, values and customs passed on through history, by means of a language;

11) ethnicity - belonging to a particular distinct heritage, background and origin; and

12) multiculturalism - a collection of cultures; "collective culturalism".

1.5 Delimitations

The study was conducted in the Lethbridge Public School District during June, 1983. While the population of student respondents was small, the data collected may be representative of GL2 classes in the province. Since the pilot study had been conducted in Edmonton, an alternative location was sought for the study itself.

1.6 Limitations

This study was designed to be an in-depth investigation of a program within a specific community. To the extent that this community is typical of other communities then the findings may be generalised to them. Although the researcher's close links with the community may at first be perceived as a drawback, it is hoped that this familiarity

allows for meaningful interpretation of the data.

Due to the restraints of time and resources, two questionnaires (one for students, the other for parents) were administered, from which it was hoped adequate information would be forthcoming.

1.7 Implications

While attitudinal studies of students in French as a Second Language Program have been conducted (Jones,1973, Parker,1975) no such data has been collected for other second language programs in this province. Such information might be considered a useful addition to the overall picture of second language education in the province. It will certainly provide information to those individuals involved in the program in Lethbridge. It is further hoped that the present study forms the basis for future replication in other communities and in other ethnic heritage languages.

Chapter II - FRAMES OF REFERENCE

As our understanding of language acquisition has evolved in the last twenty-five years we have seen many changes in our understanding of the second language teaching/learning process, particularly in regard to curriculum content and teaching methodologies (Allen,1983 and Breen,1987a). The extent to which educators allow learners to participate in and influence this process has also changed. Additionally, dynamic ethnic communities within Canada's multicultural mosaic, by exerting considerable political pressure, have prompted certain provincial education ministries to introduce heritage language programs (Mills and MacManamee,1987).

2.1 Changing Perspectives of the Language Teaching/Learning Process

The traditional view of language teaching/learning as a rule-based system of phonological and lexical items, the grammar-translation approach, was based on information provided by descriptive linguists from the study of classical languages (Breen, 1987a). It was widely believed that a mastery of these syntactical and morphological items by the student would lead to an understanding of the second language and the ability to manipulate it in "real" situations.

In the late 1950's and early 1960's the influence of the structuralism of Bloomfield and the operant-conditioning theories of

B.F.Skinner led to the supplanting of the traditional approach by the audio-lingual method. It was believed that learners would develop the necessary habits and understandings to master the target language by the mimicry-memorisation approach to dialogues and follow-up "pattern practice" drills (Allen,1983). The audio-lingual method was a breakthrough in that it led to more active oral activity than the traditional approach. Both methods subdivide language into receptive- (listening, reading) and productive- (speaking, writing) skills which the learner is to master. Rivers (1968) postulated that there were two levels of language skill development, language manipulation and personal expression. Paulston (1971) expanded this explanation, suggesting that students progressed initially from mechanical-, then through meaningful- and ultimately to communicative-drills.

While Rivers and Paulston, among others, continued to revise the audiolingual method an emergent European school of thought, disillusioned with both previous methods, began research into a more innovative alternative. This functional/notional approach, founded on Halliday's syllabus(1978), was process oriented, first defining the contexts of communication, then identifying the concepts or notions to be expressed, and finally delineating the typical structural/phonological/lexical form to complete the communication (Breen, 1987b). The Council of Europe Project first developed a functional syllabus based on speech acts (communicative acts) in the mid-1970's (Van Ek, 1975 and 1976). Other theorists then pursued the development of communicative language teaching (Wilkins, 1976; Munby,

1978). The notion of "communicative competence", developed early on by Hymes (1971) and later elaborated upon by Savignon (1983), now became central to curriculum development and implementation.

Currently, support materials are being developed to assist teachers with the instruction of various skills such as reading, communicative activity development and culture (Wicke, 1987a, 1987b, and 1988). While the theoretical shift has been made to the communicative view of language (Halliday, in Brown, 1980, p.194), the 'four skills' approach (listening, reading, speaking, writing), as well as the phonetic/syntactic emphasis, have been retained. This encoding/decoding production orientation is based on the linguistic paradigm of generative grammar (Chomsky, 1972). Despite these changes metalinguistic knowledge of structure is still often the goal of the high school German as a second language instruction.

The notion of "mastery" of vocabulary and structures within a limited set of themes was developed as a compromise when educators realized that the amount of exposure to L2 was a factor in its acquisition, and that the amount of exposure a high school learner usually receives is not adequate. The cultivation of receptive and productive skills is espoused as a necessary component of the German as a Second Language program, where evaluation of the learner's production is mandatory.

During the 1980's curriculum theorists' focus shifted from the content to the process of learning the target language. Breen (1987a and b) suggests that second language curriculum design is undergoing a revolution so that now the learner actively participates in the

learning process. Task-oriented curricula involve the learner in the process of learning the second language and not just the memorization of its content. Educators no longer assume that fluency follows automatically from a mastery of the language content. In fact, Breen (1987b) outlines a "process plan" in which the second language teaching/learning situation becomes one of constant negotiation between the teacher and the students. Not only do the teacher and learners co-operatively decide WHAT is to be learned, but also HOW and WHEN it is to be learned and evaluated.

As the century draws to a close, curriculum theorists are exploring new directions in curriculum design and methodologies which recognize the importance of the learner in the second language classroom.

2.2 The Learner

As the theories of second language acquisition have evolved (from content to process) so too have theories concerning the language learner. Contributions from research in linguistics, psychology and education, in combination with input from curriculum developers and second language teachers, have helped educators formulate the profile of the successful second language learner. It is generally agreed that each learner is an individual whose personality, motives, needs, attitudes and emotional states affect the learning process (Krashen, 1977; Dulay et al,1982).

In the second language learning situation one must always remember that each learner is an individual with a unique identity. While researchers have used various quantitative and qualitative methods to attempt to ascertain the internal processing of second language learning there still remain important issues to be studied.

Certain factors have been found by researchers to be particularly important in determining the success of the individual's learning. One of these factors, age, is discussed by Lenneberg (1967), who agreed with the Piagetian "cognitive developmental stages", and proposed that a child's brain operates in a radically different way from that of an adult. Other researchers (Krashen, 1973; Seliger, 1977) postulated that the different language environments which the child and the adult experience, as well as varying affective factors (eg. fewer inhibitions on the part of the former), offer an altogether more plausible explanation for the observed communicative fluency of young learners in the target language. Still other personality characteristics or traits which aid in second language learning and acquisition seem to depend upon whether the learner's goal is to gain metalinguistic knowledge or to acquire communicative ability (Dulay et al, 1982).

The principle affective variables in second language acquisition- empathy and motivation- have also received attention, although investigations of the inter-relationship of empathy and second language learning have been somewhat inconclusive (Schumann, 1975; Naiman et al., 1978; Guiora et al., 1972; Guiora et al., 1975; Dulay et al., 1982). Dulay et al. (1982) maintained that empathy contributes to success in communication skills rather than linguistic manipulation

tasks. Gardner and Lambert (1959) studied motivation in second language acquisition, making the distinction between integrative and instrumental motivation. A highly motivated learner of either type achieves improved target language mastery. (Gardner and Lambert, 1972; Gardner et al., 1976). Integrative motivation encourages classroom participation and greater persistence in second language studies. Instrumental motivation, on the other hand, has been shown to be better predictors of target language proficiency (Gardner and Lambert, 1972). More recently, Svanes (1987) has questioned the significance of motivation, suggesting that "cultural distance" was a better predictor of variance in language proficiency. The theory that ethnicity influences motivational orientation, first proposed by Clement and Kruidenier (1983) was corroborated by the Svanes study (1987).

The role that motivation and empathy play in second language acquisition is important for this study, since we are looking at the underlying reasons which prompt students and their parents to elect the German program in the second language curriculum.

2.3 Current and Future Second Language Curriculum Trends in Alberta

While the current second language curriculum in Alberta is based to some extent on principles similar to the notional/functional curriculum design discussed in section 2.1 of this chapter, policy and curriculum development decisions for the next decade (Lazaruk, 1987) are being influenced by the theoretical paradigm shift proposed by Breen (1987a). The situation in Alberta is complicated by the number of

languages for whom their supporters wish a place in the curriculum.

As society exerts more pressure to offer heritage language instruction in Alberta schools, a language independent curriculum for minority/world languages may well be the answer. Such a "generic" curriculum has been developed in British Columbia (Mills and MacNamee, 1987). This new curriculum will require the development of multi-media materials as well as the utilization of authentic speakers within the second language classroom. Evaluation methods, methodology and teacher training will require re-examination in order to achieve the desired goal of communicative ability on the part of the language learner.

As Alberta's curricula is currently under review, it seems that decisions similar to those in British Columbia are imminent (Alberta Education, 1988). The proposed proficiency based curriculum currently being developed in Alberta, while maintaining to some extent the notional/functional and skills aspects of previous syllabuses, is considering proficiency guidelines similar to the ACTFL guidelines developed in the United States (Alberta Education,1988). The shift to a process orientation within which the student becomes involved in and more responsible for his/her learning seems to be the trend in the coming decade.

2.4 The German as a Second Language Curriculum

Second language instruction operates within the historical, social context. German as a second language was long considered an option of interest only to a modicum of the student population. The advent of

technology and the economic interdependence of nations contributing to a renewed interest and a pragmatic view of these "world"/heritage languages (now seen as useful for a variety of activities such as travel, career), together with the changing socio-political atmosphere within the last decades, has encouraged various ethnic minority communities to influence policies leading to the inclusion of these languages within the school program. This renewed interest has occurred at a time of changing curriculum theories, leading to the revivification of programs for languages other than official languages in this province.

The German as a Second Language program at the high school level, which underwent revision in the early 1980's in Alberta, is currently in the early years of implementation. The Junior High Two-Year Program is being implemented on an optional level in the province's schools in the 1987/88 school year, with mandatory implementation where a junior high program is offered scheduled for the 1988/89 school year (Alberta Education,1987). There were 3259 students registered in junior and senior high school German classes in the 1986/87 school year - 44.7%(1458) of them in German 10. Only about half that number were registered in the subsequent course, German 20. Perhaps a closer examination of the students enrolling in German 10 could assist teachers to understand learners' motivations and expectations, perhaps even to understand the attrition rate. Now that the Junior and Senior high school German as a second language curricula are in place, it is important to examine more closely the students for whom the program has been developed. Since this would seem to be integral to the

evaluation of the curriculum's effectiveness, it is one aspect of this that the present study will address.

2.5 The Second Language Classroom: Methodologies and Models

Methodologies of second language instruction have seen changes in the last decades due to evolving theories of second language learning (Dulay et al., 1982; Allen, 1983; Breen, 1987a) The cognitive-code approach, the audio-lingual method, even the current focus on the communicative aspects of language reflect these various theories (Breen, 1987a). What is often called the "ecclectic approach" in second language instruction actually incorporates the different aspects of the language upon which the instruction is focused.

The cognitive code method seems to be well-suited to the learning of metalanguage, while the audio-lingual method emphasizes the re-creation of a child-like language environment in which vocabulary and structures are first heard, directing attention to the skills of listening and speaking. Accurate pronunciation is one of its goals. Simulation activities (eg. dialogues, conversations, role-playing activities) emphasize the communicative aspects of language, a possible component of various methodologies.

The philosophy of the teacher usually dictates the type of instruction and the learning activities. The learner operates from the context provided, creating meaning by the integration of the classroom language experiences with his own life experiences. Since the German as a Second Language Program is realized in the classroom through the

teacher, students are usually exposed to a single native-speaker model. While attempts are made to invite guest speakers or to use various audio-visual media sources as alternate models, a large portion of the actual instruction time involves a single Target Language (TL) model- the teacher, although research indicates that learners prefer peer models over teacher or parent models (Dulay et al, 1982). The preference for peer models is important, since the type of modelling directly influences the register (the degree of formality) of the language learned. Students from the German ethnic community, already having L2 models, could certainly act as peer models in the classroom situation, given adequate fluency.

Hosenfeld (1975) suggests that, although theorists are aware that the students provide the teacher with the first input into the teaching/learning situation- their individual differences in the form of cognitive style, personality, affective factors,etc.- few teachers systematically incorporate this information. Rather teachers adapt intuitively to student variation in ability, style, etc. in their various activities. A closer look at the profile of a class of German as a second language students might provide more concrete input which could assist in future instruction and planning.

Chapter III- DESIGN OF THE STUDY

This study focused on the perspectives of students entering the German as a Second Language Program in the Lethbridge Public School District, as well as those of their parents. Their language backgrounds, motivations for enrollment, expectations of the program, and attitudes toward German as a school subject, were examined. The population focus of the study was composed of grade nine students who expected to enroll in the German as a Second Language program in this school jurisdiction in September, 1983, as well as their parents. It was hoped that the views expressed by parents of future German 10 students would provide additional insights.

3.1 Population

When the study was originally planned, it was envisaged that the following groups would provide information:

1) Grade 9 students and high school students who planned to enroll in German 10 in September, 1983.
2) Parents of these students.
3) Students enrolled in German 10 in the 1982-83 school year, and
4) Students who had been in the program, but were no longer enrolled.

The focus of the study was narrowed by limiting the population to those Grade 9 students planning to enroll in the German 10 class in

September, 1983. This population was much more easily identified, as pre-registration for grade 9 students in school jurisdictions usually occurs in May and June of each school year. Determining all those high school students who would choose to enroll in German 10 would have been a much more difficult task. This would no longer be a simple interest or timetabling decision, but one that depended upon performance in the current semester's courses. These results, usually available at or after the end of the school year, could not be determined at the time of data collection- the first part of June, 1983. However, in one school students had already planned their timetables, although only 1 completed the questionnaire.

It was hoped that parents of the target group of students could provide valuable comparative data to that of the students. Thus, a similar questionnaire was given to the parents of the above-mentioned student group, to be returned by mail using the enclosed stamped addressed envelopes.

3.1.1 Research Sites

For logistic reasons the researcher conducted the pilot study in Edmonton, and the actual study in Lethbridge. Time and economic constraints, as well as access to students, were considerations in determining the research sites. It was also hoped to have two sites in different parts of the province, in order to have geographically representative samples.

3.2 Instrumentation

The following instrumentation was used in this study:

1) a student questionnaire to determine the language background, motivations, expectations of the program, and attitudes toward German as a subject; and

2) a questionnaire to determine parent language background, motivations, attitudes toward, and expectations of the program.

3.2.1 Instrument Development

Data was to be collected by means of two questionaires: one completed by students planning to enroll in German 10 during the 1983/84 school year, and another by parents of these students. In developing these questionnaires the researcher was concerned with four general information needs:

- background information of respondents (age, education, previous language exposure and instruction, and data regarding competence in German in the areas of speaking, reading and writing habits);
- motivations for pursuing the study of German;
- expectations of the German 10 course; and
- attitudes towards German as a subject of study.

In order to determine the specific questions that would be used in the Lethbridge student questionaire, a pilot student questionnaire was

administered to a smaller, but similar sample of students in Edmonton. The pilot questionnaire included more open-ended questions, particularly in the section regarding Motivations and Expectations (see Appendix I).

The pilot questionnaire responses were tabulated and summarized. From this information, questions were revised and clarified where necessary. A summary of the Edmonton pilot study data is given in Appendix I. Closed-, rather than open-ended, and multiple choice type questions were then developed for the questionnaire administered in the Lethbridge study.

Two instruments developed elsewhere were also used in the student questionnaire:

1) a modified form of the Type D Self-Assessment form, developed by the Council of Europe Modern Languages Project (Oskarsson, 1978); and

2) the School Subjects Attitude Scales (Nyberg et al, 1982).

The purpose of including the self-assessment form was to provide further data regarding the German language capabilities of student respondents. The School Subjects Attitude Scales was administered in the hopes of establishing student attitudes toward German as a subject of study.

The questionaire to be completed by parents of the Lethbridge students was developed by including questions deemed by the researcher to provide:

1) important supplemental data to the students' responses in the pilot study (there was no parents' questionnaire in the pilot study); and

2) information indicating parents' influence on student decisions or opinions about German as a subject of study.

Parents were asked to indicate whether or not they might be willing to participate in an interview. No parents indicated that they would.

3.3 Methodology

The appropriate contacts were made in order to gain access to students within the two school jurisdictions involved: Edmonton Public School District #7, for the Pilot study, and Lethbridge School District #51, for the main study.

After a brief explanation of the purpose of the study by the researcher, the student questionnaires were administered to the various groups of students involved in both the pilot and Lethbridge studies. Students in Lethbridge were given the parent questionnaires, and asked to have their parents return the completed questionnaire in the postage paid envelopes that were provided.

Chapter IV - RESULTS AND DISCUSSION

4.1 Participants

Of a possible 61 students in the Lethbridge Public School District (see Appendix II) 58 completed questionnaires. Approximately three-quarters of the respondents' parents or guardians (42 sets of a possible 58 sets of parents, 72.4%) returned parent questionnaires. Complete listings of the results of the student- and parent/guardian-questionnaires are given in Appendices II and III.

The gender distribution of student respondents approached parity (30 girls, 28 boys). Virtually all of the students were in Grade 9 with ages of 14 (65.5%, 38/58) or 15 (29.3%, 17/58) years. Of the three remaining students the first, aged 13, was in Grade 9, the second, aged 17, was in Grade 12 and the last, aged 16, was likely in Grade 11 but did not indicate the grade level. Parental responses showed a greater range. The majority of mothers (95.2%) had ages ranging from 30 to 50 years (30-40 yrs, 20/42; 41-50 yrs, 20/42), one was 51 yrs or older and one did not respond. Fathers were generally older with 35.7% (15/42) aged 41-50 yrs, 26.2% (11/42) aged 51 yrs or older, one who was less than 40 yrs old and three who gave no response.

4.2 Background Information

Almost all of the students were born in Canada, nearly half (48.3%) in Lethbridge. Approximately 70% of the sets of parents were also born in Canada. About one quarter of them (26.3% sets of parents: 12 mothers and 10 fathers) are immigrants to Canada, the average age on arrival for mothers and fathers being 16 and 17 years, respectively. No questions regarding the ethnic backgrounds of the students' grandparents were asked.

A large majority of the students who planned to enroll in German 10 had good academic records with averages of A (33%) or B (52%). A large proportion of parents (86%) had all or some schooling in Canada. Only about half of the sets of parents had completed Grade 12 or had obtained some form of post-secondary education (51.2%, 24 mothers and 19 fathers).

4.3 Previous German Instruction

Although just under one third of the students (31.0%) were enrolled in Grade 9 German (the majority of them scoring at least 65% in this course) a total of 60.3% (35/58) had had previous German instruction of some kind. Specifically 10 students received instruction at home from parents, grandparents and other relatives; 5 attended Saturday School (Heritage language school); 27 studied German in Junior

High School; and 7 received a combination of two (6 students) or all (1 student) of the above. The instruction period ranged from 1 year to 15 (native speakers) years with an average of 3 years. The remaining 39.7% had received no German instruction, formal or informal.

A substantial proportion of the students (93.1%,54/58) have siblings. Of these siblings only 31% (18/58) had German instruction in Junior High school; four (4/58) of them received instruction at Saturday School; ten (10/58) received other instruction (see Appendix II); and one (1/58) attended Saturday School and had other instruction. One quarter of the setts of parent respondents (21/84, 11 mothers, 10 fathers) had received some formal German instruction, either in the Canadian school system (8/21) or in Germany. Only a few parents indicated that their instruction had been at Saturday School (2/21), at Church (3/21), or at home (3/21) in various forms.

Overall the data clearly indicate that a core group of approximately one quarter of the children in the study group are from families in which ethnicity may be an important reason for choosing to study the German language.

4.4 Languages Used at Home

All but one student (a recent immigrant from Cambodia) responded that English was the principal language used at home, and all students indicated that they spoke English. All but one (the same new immigrant) indicated that they read, wrote and understood English. This same student, like many new immigrants, was not yet comfortable with English

as a second language. All of the parent respondents spoke, understood, read and wrote English.

While 55.2% (32/58) of the students indicated that they had opportunities to use German outside of classroom instruction only 34.5% (20/58) of students and 16.7% (7/42) of parents spoke German at home in addition to English. It will be important to examine further the use of German in the home (see sections 4.5 and 4.6).

Generally speaking, where other languages were concerned, a higher percentage of respondents felt more competent in aural/oral skills than in reading and writing (see Table I). It is notable that where French is concerned, on average, 11% more students than parents felt that they possessed the various language skills. In all probability this is due to the fact that French is a mandatory part of the elementary school curriculum for students in Lethbridge in Grades 4-6. Almost 14% (8/58) of the students were studying French and this correlates exactly with the proportion who said they could read and write French. None of the parents used French at home. In contrast, for both German and the OTHER language categories, an average 6-7% more of the parents than students possessed the various language skills.

4.5 German Use at Home

There is an obvious discrepancy between the perceptions of some students and their parents as to a) whether German is spoken at home, and b) what proportion of a typical day involves communication in German. In each case virtually twice as many students as parents perceive that German is spoken for a particular fraction of the day. It may reasonably be argued that the students, for whom English is the dominant language, have a heightened perception of the use and duration of use of German at home. However their parents, generally of German ethnic origin, are less conscious of its incidental use. For example, parents may be le ss aware than their children of isolated German words and phrases in mainly English sentences, hence this discrepancy. The same phenomenon is apparent from data concerning languages in the OTHER category.

When asked who uses German at home, 41.4% of the student respondents and 42.9% of the sets of parents indicated that certain family members use German in the home. It is interesting to compare the responses of the students and parents when listing which family members used German:

Table I Comparative Language Skills of Students(a) and Parents(b).

Language	speak	understand	read	write
	Students/Parents	S / P	S / P	S / P
English	1.00/1.00	0.98/1.00	0.98/1.00	0.98/1.00
German	0.34/0.40	0.40/0.45	0.22/0.33	0.22/0.24
French	0.24/0.10	0.28/0.10	0.14/0.10	0.14/0.07
OTHER	0.10/0.19	0.07/0.19	0.07/0.10	0.02/0.07
German & French	0.09/0.02	0.14/0.05	0.03/0.02	0.03/0.02
German & OTHER	0.03/0.02	0.02/0.05	0.02/0.03	0 /0.02
3 Languages & English	0.02/ 0	0.02/0.12	0 / 0	0 /0.02

(a)Total No. of student respondents, 58. (b)In total, 42 sets of parents responded.

Table II German Speakers in The Students' Homes.

Speaker:	According to Students	According to Parents
Mother	36.2%(21/58)	16.7%(7/42)
Father	32.8%(19/58)	14.3%(6/42)
Siblings of Students	15.5%(9/58)	7.1%(3/42)
Grandparents of Students	6.9%(4/58)	14.3%(6/42)
OTHERS(distant relatives; friends)	0%(0/58)	16.7%(7/42)

We see here a recurrence of the discrepancy in the perception of German use (mentioned earlier in Section 4.5). Specifically, more than twice as many students as parents believe that they and their parents use German at home. Conversely, in the extended family, parents speak to the grandparents nearly twice as much in German as their children. The students spoke to no one in German outside the extended family while only one parent communicated to a friend or acquaintance outside the family in this language.

4.6 In What Circumstances is German Used in the Home?

Almost half of each group of respondents replied "yes" when asked if there were particular circumstances when German was used at home. When asked to specify these circumstances there was general agreement that the usual situations included:

- -conversations with family members, relatives, and friends who speak German;
- -parents' or grandparents' conversation(s) where the children were not included;
- -times of emotional stress (e.g. anger) for one of the family members;
- -traditions and religious customs (e.g. Christmas, saying Grace and other prayers);
- -describing food and T.V. or providing German words(e.g. nicknames, sayings, etc.).

While one student said that German was always used at home, there was no parent questionnaire returned in this case to corroborate. However, an independent assessment by this student's teacher confirmed that she is fluent (see Section 4.9).

4.7 Reading and Writing.

A comparison of the student and parent responses in regard to the reading and writing of German proved informative (see Appendices II and III). In general more students than parents, 33%(19/58) compared to 26%(11/42 sets), read in German. In particular, one third of the student group (6/58) read in German at least once a week while only one parent read as frequently. This reflects either, a phase intermediate between the "Silent" and "Productive" periods (Krashen et al,1982) or,perhaps, a facet of the phenomenon noted earlier (see Section 4.5) in which students have a heightened perception of German use relative to their parents. A large group who infrequently read German (a further fifth of the students (13/58), and one quarter of the parents (10/42 sets)) were in accord with the type and frequency of their reading. The remaining respondents in both groups gave varying responses as to their reading habits.

Approximately half of each group of the German-reading participants (9/19 students, 6/11 parents mentioned above) read German magazines, a further third (6/19 and 4/11 respectively) read books,and another third (7 of the German-reading students and 4 of the German-reading parents) read other sources: e.g. letters, comics, and the Bible. Newspapers are not widely read by students or parents (2/58 and 4/42 sets of parents, respectively). Almost half of each group (8/19 students and 6/11 sets of parents) read a combination of materials in German.

Questions about the productive skill of writing revealed that a

fifth(8/42) of the parents as compared to 1/6 (9/58) of the students wrote in German. The parents communicated with family and other relatives by writing letters in this language. Half of them also stayed in contact with friends in this manner. Only half of the smaller student group wrote letters in German to family and other relatives. This may be due to some students' perceived lack of ability to communicate in written German or, alternatively, they do not feel the same desire to maintain written contact with family/relatives. Clearly, writing to family and other relatives is a mechanism, at least for some of the respondents, whereby ethnic heritage is preserved. A closer scrutiny of the numerically-coded questionnaires shows only four(4) families (ie. parents and children) had similar writing habits. The balance of those parents who were writing letters to their relatives had children who were not corresponding in German,(Note: approximately half of their children were reading German.). Of the students who wrote in German one half of the corresponding parent questionnaires were not returned. The bulk of the remaining students wrote letters in German to friends or penpals.

In summary, a substantial proportion (33%) of supposed "beginners" in German 10 were already reading and/or writing German. This indicates that teachers and those responsible for curriculum development should provide alternative teaching and evaluation methods and/or curriculum content for this group.

4.8 Motivation and Expectations.

With regard to Motivation, there is only a poor correlation between students' and parents' responses (Figure I). Students gave the most popular responses for enrolling in German 10 as: First, for university entrance (23 respondents); second, to communicate with friends/relatives (22); third, to learn to understand and speak the language (18); and fourth, a second language is important (17). Parents felt that the last-mentioned reason was the most important motivation (15 sets of parents) for their children to take German 10 followed by, in decreasing importance: learning to understand and speak the language (14); travel (11); and because of ethnic heritage (10). Neither group of respondents cited parental wishes or reading and writing German as important motivations. Travel was not as important a motivation for the students as it was for the parents.

A markedly closer correlation of students' and parents' responses is observed when their expectations of German 10 are examined. It is evident that communication, specifically the aural/oral skills that allow students to talk with German speakers, is a goal of both groups (Figure II). For the students the most important expectations were: first, to understand German (32 students); second place was shared by two questions: to be able to carry on a conversation in German and to speak German, respectively, (27 each); and fourth, to communicate with German-speaking people (25).

Figure I Motivation for Enrolling in German 10

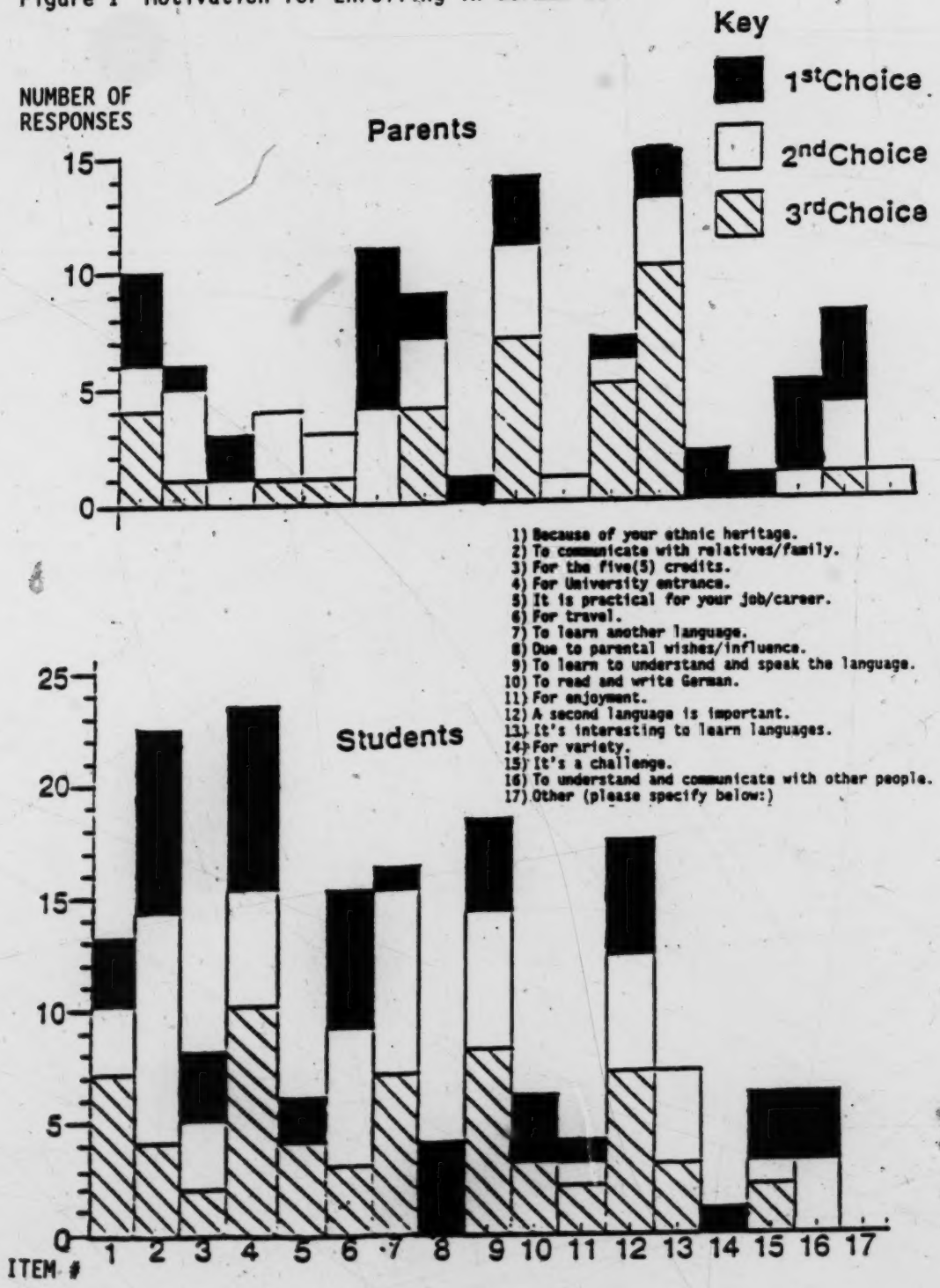
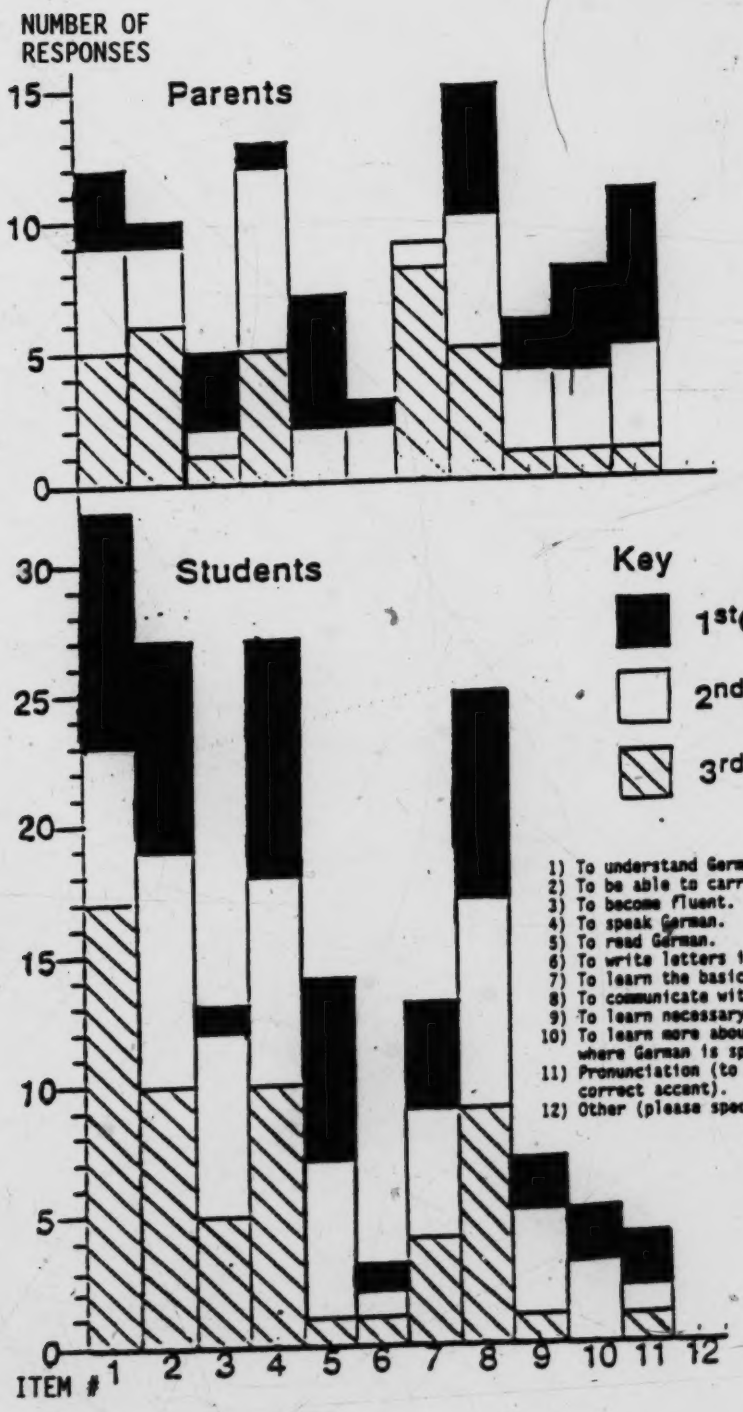


Figure II Expectations of the German 10 Course


NUMBER OF RESPONSES
Parents
15
10
5
0
Students
30
25
20
15
10
5
0
ITEM # 1 2 3 4 5 6 7 8 9 10 11 12
Key
1st Choice
2nd Choice
3rd Choice
1) To understand German.
2) To be able to carry on a conversation in German.
3) To become fluent.
4) To speak German.
5) To read German.
6) To write letters in German (to family/penpals, etc.).
7) To learn the basics of the structure of the language.
8) To communicate with German-speaking people.
9) To learn necessary Vocabulary.
10) To learn more about German-speaking people and countries where German is spoken.
11) Pronunciation (to pronounce words correctly, with the correct accent).
12) Other (please specify below:)

Parents listed communicating with German-speaking people (16 sets of parents); to speak German (13 sets); and to understand German (12 sets) as their first, second, and third most important expectations, respectively, of their children's instruction in German 10. The parents deemed pronunciation the fourth most important expectation.

While oral communication is important to the respondents, the seeming unimportance of reading and writing to them is striking. Whether they believe oral communication to be the principal aim of German 10, or whether they regard reading and writing to be unimportant skills, are questions that cannot be answered with the available data. Interestingly, parents, unlike the students, felt pronunciation of German to be an important expectation.This finding may reflect either naivete on the part of the students, who as we have seen place considerable importance in oral communication, or a preoccupation with the more general skills of conversation rather than with the basics of vocabulary and pronunciation.

4.9 Student Self-Assessment of Competence in Spoken German.

The modified form of the Type D Questionnaire for Self-Assessment developed by the Council of Europe Modern Language Project (Council of Europe, 1978) was administered to the student group. The data from this section allows us to guage variations in the language competence of individual students by topic (items 1-30). This group of students included those who classified themselves as knowing no German (41%, 24/58). The remaining 59% (34/58) of respondents , as we have already

seen, said that they had various degrees of familiarity with German.

The results of these individual self-assessments are represented in Figure III. A random spot-check of the validity of 13 of the individual assessments from one of the schools was conducted by their teacher. The results of this check are given in Table III(one student was absent). In all but 4 of the assessments the teacher gave a lower score,

Figure III Summary of Student Self-Assessments.

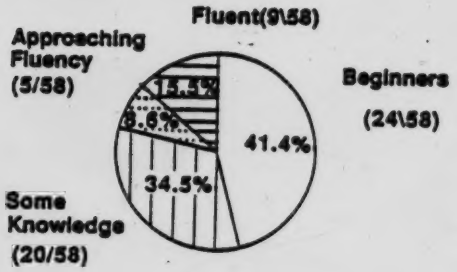


Table III Spot-Check of Self-Assessment Form.(a)

Teacher Score	9	6	15	13	30	5	10	6	21	9	19	10(c)	20(d)
Student Score	10	15	11	18	30	9	12	17	24	13	16	11(c)	24(d)
Difference(e)	-1	+1	+4	-5	0	-4	-2	-1	-4	-4	+3	-1(c)	+4(d)

(a)One junior high German teacher completed a fluency assessment form for a random selection of students in that German 9 class. These scores are compared to the students' Self-Assessment score. Total possible score = 30. (b)Difference beteen the student' self-assessment and the teacher's rating of the student's fluency. (c)Comparison of data for questions 1-17 only because teacher missed part of form; student's total score - 20. (d)As in (c); student's total score - 24.

1-5 points(average -3), to the students. In 4 assessments the students received a score between 1 and 4 points higher (average +3) than their self assessments. Thus the majority of these students seemed to give inflated self-assessments of their ability in spoken German. Accordingly we should view all the students' self-assessments with a certain amount of skepticism. Despite this however, it must not be forgotten that substantial percentages of the students (a) were not beginners in spoken German (35%) and (b) considered themselves fluent or nearly so (25%). Teachers and curriculum planners must be made aware of this group of students and it is important their skills be evaluated in a more detailed fashion so that they may then be provided with alternative activities and/or curriculum as needed.

The collective responses to the items of the self-assessment form by this group of respondents, tabulated in Appendix II, seems also to offer information regarding the degree of difficulty with which those students already familiar with some German are able to express the 30 communicative functions/notions identified by Oskarsson(1980). A decreasing number of students indicating the ability to express an item in German would suggest less familiarity with that specific vocabulary.(See Table IV.) Since these functions/notions are part of the German 10 curriculum, such information may prove useful.

Table IV Summary of Relative Difficulty of Linguistic Functions Identified in the Student Self-Assessment Form

Almost 60% of the respondents considered that they had various degrees of fluency in German, while about 40% of the group indicated that they had no familiarity with this language.

Group based on (%Positive Response)	Item # (% Yes)	Linguistic function
1. (at least 41%)	#17(48%);#20(43%)	expressing feelings
	#10(41%)	telling time
2. (30-40%)	#13(38%);#14(34%)	discussion of family
	#27(36%)	requesting telephone numbers
	#28;#30 (34%)	naming various objects; discussion of where to eat/drink
	#2(31%)	spelling/alphabet
3. (25-29%)	#1;#4;#29;#26 (29%)	date/place of birth; likes/dislikes in food/drink; describing weather/ seasons;requests for someone to telephone
	#22(28%)	asking the pronunciation of certain words
4. (20-25%)	#12;#21;#8;#3 (24%)	discussion of tourist attractions; asking for a repetition of statement; discussion of free-time activities; description of home
	#15;#5;#6 (22%)	discussion of school/subjects; interests/hobbies;usual reading material
	#18;#7 (21%)	asking assistance to arrange doctor's appointment;asking what newspapers available in the home
5. (15-19%)	#11(17%)	asking the price of a football ticket
	#16;#23 (15%)	discussion of movies/T.V. programs; description of climate
6. (less than 15%)	#9;#24 (14%)	directions; clothing prices
	#19;#25 (12%)	discussion of medicine taken; where to get car serviced

Those topics which many students felt they could express most easily tend to reflect closely the content of the Junior High School German curriculum. This set of topics could be used by teachers of

German 10 as the basis for tests of the communicative competence of students already familiar with German at the Junior High level. The results of applying such tests could provide valuable topics for alternate projects and curriculum content. It is interesting to note that although about one quarter of the respondents considered themselves fluent, only about half of that group could express the ideas of Group 6 in Table IV. This implies that certain vocabulary and syntax is not as commonly used as might be thought. Closer examination of Table IV may give teachers ideas regarding planning for more effective learning/instruction in German 10.

4.10 Attitudes Towards German as a School Subject.

The students and their parents have already provided details of their motivations and expectations with regard to German 10. In this section we examine the students' attitudes towards German 10 and their parents' views of how useful studying German was for their children.

In their answers to the School Subject Attitude Scale (Nyberg et al, 1982), the students saw German as having some very desireable attributes. They thought that German was, or would be, useful (87.9%), valuable (89.6%), practical (84.5%), necessary (72.4%), advantageous (87.9%), important (86.2%), helpful (93.1%), and meaningful (79.4%). Evidently the students were very optimistic about studying German at Senior High school, although they were collectively less sure that it was, or would be, nice (68.8%), interesting (63.8%), pleasant (60.4%), bright (51.8%), exciting (50.0%), alive (51.7%), and lively (43.1%). A

large proportion (77.6%) said that they already did, or thought they would, like studying German at school. Their views on the potential difficulties of German showed much less concensus. In particular, large numbers of them saw German as being neither hard nor easy (43.1%), neither light nor heavy (46.6%), neither elementary nor advanced (50%), and neither undemanding nor rigorous.

A large majority (88.1%, 37/42) of the parents, like their children, were sure that learning German would be useful (question 16b, Appendix III). Their reasons for believing this were many. Some parents believed that German was practical (24/42) and would help maintain their own and their children's ethnic heritage (10). Others thought that: another language would be a valuable skill (9); a second language would expand their children's horizons (3); German was an alternative for those children who had not succeeded in French (3); German would help in understanding other cultures (3), or one's own culture (1); and German would help contribute to World peace (1). Overall these views correlate well with the parents' already expressed motivation for, and expectations of, their children learning German.

After examining and discussing the data provided by the student and parent respondents to the respective questionnaires, there seems to be an evident pattern within the German 10 class profile. This information is certainly important to both curriculum developers and teachers alike.

Chapter V - CONCLUDING REMARKS AND RECOMMENDATIONS

5.1 Concluding Remarks

5.1.1 The German 10 Class Profile

Who enrolls in German 10 at the Senior High School level? Students in German 10 in Alberta are usually Canadians, about age 15, beginning their Senior High School studies, with good or excellent academic achievements. Almost all of these students have learned English as a first language. Approximately 60% of them already have varying degrees of knowledge of German and have had various forms of German instruction (at home, in school, or through ethnic organizations). The remaining 40% of the students, who have no previous German language background, are genuine "beginners".

The whole group seems eager to learn German. The students are optimistic about the subject and view it as being useful and valuable - a perspective (instrumental motivation) also expressed by their parents. Both groups firmly believe that the important goals of German 10 are understanding and speaking the language for the purpose of communication with German speakers (integrative motivation). Parents and students alike indicate that parental influence is not a motivational factor in students' decisions to enroll in German 10.

5.1.2 The Profile of the German Ethnic Learner

Since a large proportion of the students have had previous German language exposure and/or instruction, a closer look should be taken at the ethnic background of the students of German, since these students represent nearly one third of the typical class population.

Their fluency in German may range from minimal knowledge to fluency. Though they may be exposed to oral and written German infrequently, the students' perception of how often German is heard, spoken, read, and/or written appears to be exaggerated according to parents' observation. Since German was often reported as being used in emotional and token situations, seemingly making more of an impression upon the student-respondents, this discrepancy may be explained.

The students of German ethnic background (and their parents) indicate that various family members/relatives use German in the home. For the parents of these students, maintaining the German language/culture is necessary to preserve family ties, even though the students do not share this view.

5.2 Recommendations

5.2.1 Pedagogical Strategies in the German 10 Classroom

The teacher in the second language classroom is responsible for program implementation. It is (s)he who must balance the learner's context (the background, motivations, attitudes and expectations brought to the situation) with the program demands. This process is a delicate balancing act.

How should the teacher plan for and teach in the typical German 10 class where less than half of the students are true "beginners" while the remainder have a range of perceived and actual abilities in German as L2? Various strategies are necessary to maximize the success of individual students in this mixed-ability class which is fragmented into groups too small in number to create separate classes based on the students' background. An examination of teaching techniques used in individualized learning situations or in the one room schoolhouse in times past may help us in our search for pedagogical solutions.

One possibility might be a classroom situation where, upon entry, students are asked to take greater responsibility for assessing their own learning. The administration of Fluency Self-Assessment forms developed on communicative themes at the beginning of the course and then at various times throughout the German 10 course would help both the student and the teacher establish the perceived abilities of the student. These themes, translated into study units, might then be evaluated to inform students of their actual achievement. Allowing

students flexibility when working through these units, and providing a variety of activities within each unit, would not only ensure that motivation and positive attitudes about the subject are maintained, but would also maximize the individual learner's level of achievement. It would of course take time to develop alternate learning and evaluation materials. The various technologies available to today's teachers, such as microcomputers, audio-visual materials, would be helpful aids in the development of materials for each unit.

The use of the more fluent students as models for the beginners can help create a more pleasant classroom atmosphere while saving the teacher some time and effort. An example of this modelling might be a unit on Food or Eating Out where those in need of basic vocabulary and syntax instruction would receive this as a group. Those who have indicated only a need of review or who are ready for evaluation could be given projects or assignments to complete before being given the evaluation instrument. Examples of these projects could be the development of an audio- or video-cassette of a role-playing situation, or a skit itself, that could be presented to the whole class at the end of the unit- thereby offering learning situations to the beginners as well. Students working on these alternate units would be welcome to join the instruction group at any time while still working on adequately challenging projects of their own.

To maintain class cohesiveness it is important that beginners be allowed to show their creative skills in the second language as soon as possible. Moreover, the assignments should be as challenging for them as they are for the more advanced learners. For example, a student who

regularly reads and writes German may be directed to those activities as early as German 10 whereas the beginners' activities would be focussed more on the core aural/oral skills of the curriculum.

Another source of activity/evaluation ideas relates to the area of creativity in the classroom, currently being incorporated into subjects such as Language Arts and Drama (e.g. Ichino and Bexte, 1986). The students' interests can provide the direction a class may take. Sensitivity to the feelings and needs of the learners is the key to success .

5.2.2 Suggestions for Program Planners and Developers.

What changes could curriculum planners and program developers consider in future years based on the data gathered in this study concerning the typical German 10 classroom in Alberta?

The teacher needs assistance in managing this situation. Provincial-, or system- developed evaluation instruments should allow the 5-10% of students already fluent in German to challenge one or more of the Senior high school German courses in order to obtain advanced credit. These students could be directed to Special Projects courses or to work in other subjects where they are less strong. The teacher's efforts could then be more profitably directed to the balance of students and their collective wide ranging-abilities. Those students who already possess basic aural/oral skills benefit from reading and more exposure to written work, and certainly from an extended stay in the milieu through exchange, study or work abroad.

The development of "ideas files", resource libraries in central locations, and an ideas network would greatly assist teachers in implementing curriculum in the mixed-ability German L2 classroom. Local and provincial professional organisations and consultants can alleviate some of the teachers' burdens resulting from the presence of these wide ability ranges. The current program must examined and changed as needed to reflect the needs of students enrolled. It will also be appropriate to examine ways for the students to become more involved in, and responsible for, their learning.

In future it will be necessary to verify these findings on the profile of the German 10 class with more widespread research. Is the rural classroom profile similar to that of the classes in Edmonton and Lethbridge? Would other ethnic language classrooms have analogous profiles?

The current socio-political situation, which includes changes in the new School Act, challenges to the Charter of Rights and Freedoms, and The Alberta Cultural Heritage Act 1984, prompts one to speculate that in future we may have many more heritage language classrooms in the public school systems of Alberta. If these future classrooms all have obviously ethnic profiles then we must address the widely different needs of the students.

The challenge to teachers and administrators will be to provide a meaningful learning situation for each student in this context.

REFERENCES

Alberta Culture. Alberta's Cultural Heritage - Building on Tradition. Edmonton: Alberta Culture- Cultural Heritage, 1984.

Alberta Culture. Profiles. Edmonton: Alberta Culture - Cultural Heritage, 1982.

Alberta Culture. Workshop for Cultural Consultants. Lethbridge: Alberta Culture - Cultural Heritage, 1984.

Alberta Education. Three-Year German Program: Curriculum Guide, Interim Edition. Edmonton: Language Services, Alberta Education, 1982.

Alberta Education. Current Second Language and Bilingual (Partial Immersion) Program Activities in Alberta. Edmonton: Language Services, Alberta Education, 1987.

Alberta Education. Proposal for a Proficiency-Based Second Language Curriculum. Edmonton: Language Services, Alberta Education, 1988.

Allen, J.P.B. A Three-Level Curriculum Model for Second Language Education. Canadian Modern Language Review 40(1): 23-43, 1983.

Breen, M.P. Contemporary paradigms in syllabus design - Part I.

Language Learning Abstracts 20(2): 81-92, 1987a.

Breen, M.P. Contemporary paradigms in syllabus design - Part II. Language Learning Abstracts 20(3): 157-73, 1987b.

Brown, H. Douglas Principles of Language Learning and Teaching. Englewood Cliffs, N.J.: Prentice-Hall Inc., 1980.

Carroll, J.B. Foreign language testing: persistent problems. In K. Croft (Ed.) Readings on English as a Second Language: for Teachers and Teacher Trainees. Cambridge, Mass.: Winthrop Publishers, Inc., 1980.

Chomsky, N. Language and Mind. New York: Harcourt Brace Jovanovich, Inc., 1972.

Clement, R. and Kruidenier, B.G. Orientations in second language acquisition: I. The effects of ethnicity, milieu, and target language on their emergence. Language Learning 33: 273-91, 1983.

Cummins, J. "Heritage Languages in the Curriculum", Presentation at the Second National Conference on Multicultural and Intercultural Education (Building Bridges). Toronto: November, 1984.

Dulay, H., Burt, M. & Krashen, S.D. Language Two. New York: Oxford University Press, 1982.

Gardner, R.C. and Lambert, W.E. Attitudes and Motivation in Second Language Learning. Rowley, Massachusetts: Newbury House, 1972.

Gardner, R.C. et al. Second language learning: a social-psychological perspective. Canadian Modern Language Review 32: 198-213, 1976.

Gardner, R.C. Attitudes and motivation: Their role in second language acquisition In J.W. Oller & J.C. Richards (Eds.) Focus on the Learner, 235-45. Rowley, Mass.: Newbury House Publishers, Inc., 1973.

Guiora, A.Z. et al. Empathy and second language learning. Language Learning 22: 111-30, 1972.

Guiora, A.Z. et al. Language and person: studies in language behavior. Language Learning 25: 43-61, 1975.

Halliday, M. (194-196) In H.D. Brown. Principles of Language Learning and Teaching. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1980.

Hosenfeld, C. The new student role: Individual differences and implications for instruction. ACTFL Review of Foreign Language Education 7: 129-167, 1975.

Hymes, D. Competence and performance in linguistic theory. In: R. Huxley & E. Ingram (Eds.) Language Acquisition Models and Methods.

New York: Academic Press, 1971.

Ichino, T. and Bexte, C. "Creativity in the Classroom"- Workshop, Alberta Modern Language Council Conference. Grande Prairie: 1986.

Krashen, S.D. Lateralization, language learning, and the critical period: some new evidence. Language Learning 23: 63-74, 1973.

Krashen, S.D. The monitor model of adult second language performance. In: M. Burt, H. Dulay, and M. Finocchiaro (eds.), Viewpoints on English as a Second Language. New York: Regents, 1977. pp. 152-61.

Krashen, S.D. & Scarcella, R. On routines and patterns in language acquisition and performance. Language Learning 28(2): 283-300, 1978.

Krashen, S.D. Second Language Acquisition and Second Language Learning. New York: Pergammon Press, 1981.

Lazaruk, W. Language Education in Alberta - Issues and Directions - A Discussion Paper. Edmonton: Language Services Branch, Alberta Education, 1987.

Lenneberg, E. Biological Foundations of Language. New York: John Wiley & Sons, 1967.

Mills, G. and MacNamee, T. Recent developments in second language

curriculum in British Colombia. The Canadian Modern Language Review 43(2): 286-92, 1987.

Munby, J. Communicative Syllabus Design. Cambridge: Cambridge University Press, 1978.

Naiman, N. et al. The Good Language Learner. Toronto: O.I.S.E. Publications, 1978.

Nyberg, N.R. and Clarke, S.C.T. School Subjects Attitude Scales. Edmonton: Alberta Education, 1982.

Oller, J.W. Communicative competence: can it be tested? In R.C. Scarcella and S.D. Krashen (Eds.) Research in Second Language Acquisition. Rowley, Mass.: Newbury House Publishers, Inc., 1980.

Oskarsson, M. Approaches to Self-assessment in Foreign Language Learning - Council of Europe Language Learning Series. 2nd edition. Oxford: Pergamon Press Ltd., 1980.

Palmer, H. & T. Peoples of Alberta - Portraits of Cultural Diversity. Saskatoon: Western Producer Prairie Books, 1985.

Paulston, Christina Bratt Ethnic relations and bilingual education: Accounting for contradictory data. Working Papers in Bilingualism 6:

1-44, 1975.

Rivers, W.M. Teaching Foreign-Language Skills. Chicago: University of Chicago Press, 1968.

Savignon, S.J. Communicative Competence: Theory and Classroom Practice. Reading, Massachusetts: Addison Wesley , 1983.

Schumann, J. H. Affective factors and the problem of age in second language acquisition. Language Learning 25: 209-35, 1975.

Schumann, J.H. Social distance as a factor in second language acquisition. Language Learning 26: 135-43, 1976.

Schumann, J.H. Second language acquisition: The pidginization hypothesis. Language Learning 26: 391-408, 1977.

Schumann, J. H. The accultural model for second language acquisition. In: R.C. Gingras (Ed.) Second Language Acquisition and Foreign Language Teaching. Washington, D.C.: Center for Applied Linguistics, 1978.

Seliger, H. Implications of a multiple critical periods hypothesis for second language learning. In: W. Ritchie (Ed.) Second Language Acquisition Research: Issues and Implications. New York: Academic Press, 1977. pp. 11-19.

Stern, H.H. Some approaches to communicative language teaching in Canada. Studies in Second Language Acquisition 3(1): 57-63, 1980.

Svanes, B. Motivation and cultural distance in second-language acquisition. Language Learning 37(3): 341-359, 1987.

Van Ek, J.A. The Threshold Level. Strasbourg: Council of Europe, 1975.

Van Ek, J.A. The Threshold Level for Modern Language Learning in Schools. Strasbourg: Council of Europe, 1976.

Wicke, R. Das Bin Ich! Communicative Activities for German Immersion and Second Language Classes. Edmonton: Language Services, Alberta Education, 1987a.

Wicke, R. Komm, Lass' Dir Was Erzählen - Versuch einer Methodologie zum Geschichtenerzählen für Deutsch. Edmonton: Language Services, Alberta Education, 1987.

Wicke, R. Wie Achim zu Einem Himbärchen Wurde - Umgearbeitet für Deutsch als Fremdsprache. Edmonton: Language Services, Alberta Education, 1988.

Wilkins, D.A. Notional Syllabuses. London: Oxford University Press, 1976.

BIBLIOGRAPHY

Adler, S. Language intervention and culturally different child. School Psychology Digest, 7(4): 16-26, 1978.

Alberta Education German as a Second Language Tentative Curriculum Guide: Level 1(Secondary). Edmonton: Alberta Education, 1973.

Alberta Education Three-Year German Program: Curriculum Guide, Interim Edition. Edmonton: Language Services, Alberta Education, 1982.

Beacco, J.C. Methodes et methodologies: pour faire le point. Francais Dans le Monde, 205: 45-50, 1986.

Beebe, L.M. Measuring the use of communication strategies. In: R.C. Scarcella & S.D. Krashen (Eds.) Research in Second Language Acquisition. Rowley, Mass.: Newbury House Publishers, Inc., 1980.

Booth M.J. Expectations of French proficiency, bilingual employment and Francophone Reaction. Unpublished Doctoral dissertation, University of Alberta, 1978.

Briere, Eugene J. Communicative competence, variable rules and interdisciplinary research. In: R.C. Sarcella and S.D. Krashen (Eds.) Research in Second Language Acquisition. Rowley, Mass.: Newbury House

Publishers, Inc., 1980.

Broughton, G. Native speaker insight. English Language Teaching Journal, 32(4): 253-7, 1978.

Carell, P.L. Empirical investigations of indirectly conveyed meaning: assertion versus presupposition in first and second language acquisition. Language Learning, 27(2): 353-70, 1977.

Clifton, R.A. Ethnicity, teacher's expectations and the academic achievement process in Canada. Sociology of Education, 54(4): 291-301, 1981.

Corder, S.P. Introducing Applied Linguistics. Baltimore: Penguin Books Ltd., 1975.

Cross, D. Motivating the majority: Monoglot to polyglot in three years. Audio-Visual Language Journal, 17(2): 83-6, 1979.

Day, R. The acquisition of language by minority children. Language Learning, 29(2): 295-303, 1979.

Department of Education Senior High School Curriculum Guide for French, German and Latin (Interim Edition). Edmonton: Department of Education, 1964.

Dulay, H., Burt, M. & Krashen, S.D. Language Two. New York: Oxford University Press, 1982.

Edelsky, C. and Hudelson, S. Acquiring a second language when you're not the underdog. In: R.C. Scarcella and S.D. Krashen (Eds.) Research in Second Language Acquisition. Rowley, Mass.: Newbury House Publishers, Inc., 1980.

Eppert, F. Translation and second language teaching. Canadian Modern Language Review, 34(1): 50-61, 1977.

Erreich, A., Valian, V. & Winzemer, J. Aspects of a theory of language acquisition. Journal of Child Language, 7: 157-79, 1980.

Ervin-Tripp, S.M. Is second language learning like the first? In: E.M. Hatch (Ed.) Second Language Acquisition. Rowley, Mass.: Newbury House Publishers, Inc., 1978.

Felix, S.W. Language acquisition and language learning. System, 6(2): 63-71, 1978.

Felix, S.W. Linguistische Untersuchungen zum Natuerlichen Zweitsprachenerwerb. Muenchen: W. Fink Verlag, 1978.

Foerch, C. et al. Learner Language and Language Learner. Clevedon, England: Multilingual Matters Ltd., 1984.

Freed, B.F. Preliminary impressions of the effects of a proficiency-based language requirement. Foreign Language Annals, 20(2): 139-46, 1987.

Gardner, R.C., Smythe, P.C. & Clement, R. Intensive second language study in a bicultural milieu: an investigation of attitudes, motivation and language proficiency. Language Learning, 29(2): 305-20, 1979.

Genesee, F., Lambert, W.E. & Tucker, G.R. An experiment in trilingual education: Report 4. Language Learning, 28(2): 343-65, 1978.

Guiora, A. A cross-cultural study of symbolic meaning- developmental aspects. Language Learning, 28(2): 381-97, 1978.

Guiora, A. & Acton, W.R. Personality and language behavior: a restatement. Language Learning, 29(1): 193-204, 1979.

Hatch, E.M. (Ed.) Second Language Acquisition. Rowley, Mass.: Newbury House Publishers, Inc., 1978.

Henzl, V.M. Foreigner talk in the classroom. IRAL, 17(2): 159-67, 1979.

Hill, I. External motivation and modern language learning. BABEL-Journal of the Australian Federation of Modern Language Teacher

Associations, 18(3): 46-48, 1983.

Jones, J.P. An investigation of the relationship between contact and attitudes toward Francophones. Unpublished Master's thesis, University of Alberta, 1972.

Krashen, S.D. Is the 'natural order' an artifact of the bilingual syntax measure? Language Learning, 28(1): 187-91, 1978.

Krashen, S.D. & Seliger, H.W. The essential contributions of formal instruction in adult second language learning. TESOL Quarterly, 9(2): 173-83, 1975.

Lambert, W.E. A social psychology of bilingualism. Journal of Social Issues, 23(2): 91-109, 1967.

Lambert, W.E. & Tucker, G. R. Bilingual Education of Children- The St. Lambert Experiment. Rowley, Mass.: Newbury house Publishers, Inc., 1972.

Lightbrown, P.M., Spada, N. & Wallace, R. Some effects of instruction on child and adolescent ESL learners. In: R.C. Scarcella & S.D. Krashen (Eds.) Research in Second Language Acquisition. Rowley, Mass.: Newbury House Publishers, Inc., 1980.

Lindholm, K.J. & Padilla, A.M. Language mixing in bilingual children.

Journal of Child Language, 5(2): 327-35, 1978.

Macnamara, J. The bilingual's linguistic performance - a psychological overview. Journal of Social Issues, 23(2): 58-77, 1967.

MacNamara, J., Edwards, H.P. & Bain, B. The 'Balance Effect'. Canadian Modern Language Review, 34(5): 890-4, 1978.

Magiste, E. The competing language systems of the multilingual: A developmental study of decoding and encoding processes. Journal of Verbal Language and Verbal Behavior, 18(1): 79-89, 1979.

Mahe, Y.T.M. Alberta's Etudes Sociales and the French fact. Unpublished Master's thesis, University of Alberta, 1978.

Marland, M. Towards a curriculum policy for a multilingual world. British Journal of Language Teaching, 24(3): 123-38, 1986.

McLaughlin, B. The monitor model: Some methodological considerations. Language Learning, 28(2): 309-32, 1978.

Muchnick, A.G. and Wolfe, D.E. Attitudes and motivations of American students of Spanish. Canadian Modern Language Review, 38(2): 262-81, 1982.

Nerenz, A.G. & Knop, C.K. Allocated time, curricular content and

student engagement outcomes in the second-language classroom. Canadian Modern Language Review, 39(2): 222-32, 1983.

Neufeld, G.G. Towards a theory of language learning ability. Language Learning, 29(2): 227-41, 1979.

Palmer, A.S. Compartmentalized and integrated control: An assessment of some evidence for two kinds of competence and implications for the classroom. Language Learning, 29(1): 169-80,1979.

Parker, D.V. The Alberta Modern Language Study. Edmonton: The Faculty of Education, University of Alberta, 1975.

Parker, D.V. French as a Second Language- A Choice of Program Options (Working Draft). Edmonton: The Faculty of Education, University of Alberta, 1977.

Perez, B. A choice of approach: second language learning. System, 8(2): 143-49, 1980.

Phillips, D. A thoroughly respectable language... pupils' views on German and other 'second' foreign languages. British Journal of Language Teaching, 20(1), 23-9, 1982.

Reiss, M. Helping the unsuccessful language learner. Canadian Modern Language Review, 39(2): 257-66, 1983.

Scarcella, R.C. & Krashen, S.D. Research in Second Language Acquisition- Selected Papers of the Los Angeles Second Language Acquisition Research Forum. Rowley, Mass.: Newbury House Publishers, Inc., 1980.

Shuy, R.W. A holistic view of language. Research in the Teaching of English, 15(2): 101-11, 1981.

Taylor, I. Acquiring vs. learning a second language. Canadian Modern Language Review, 55: 455-72, 1977-78.

Terrell, T., Gomez, E. & Mariscal, J. Can acquisition take place in the classroom? In: R.C. Scarcella and S.D. Krashen (Eds.) Research in Second Language Acquisition. Rowley, Mass.: Newbury House Publisher, Inc., 1980.

Tucker, G.R., Hamryan, E. & Genesee, F.H. Affective, cognitive and social factors in second language acquisition. Canadian Modern Language Review, 32: 215-26, 1976.

Wagner, S.T. America's non-English heritage. Society, 19(1): 37-44, 1981.

Weinreich, U. Languages in Contact: Findings and Problems. New York: Linguistic Circle of New York, 1953.

Wode, H. The beginnings of non-school room L2 phonological acquisition. IRAL, 16(2): 109-25, 1978.

Wode, H. et al Developmental sequence: An alternative approach to morpheme order. Language Learning, 28(1): 175-85, 1978.

APPENDIX I

INTERPRETATION/DISCUSSION OF THE PILOT DATA

The pilot questionaire was administered to three classes studying German in the Edmonton Public School District- a grade 9 class, a grade 10 class and a senior level German class (German 30)- for a total of 34 respondents. Students ranged in age from 14 to 18 years old. It is to be noted that in the pilot study almost 60% (20) of the respondents were male and just over 40% (14), female. It was found that respondents actually studying the language were interested in providing research information and were easily accessible.

The instrument used was a questionaire, which took approximately 30 minutes to complete, administered by this researcher during a regular German class period. Students were given a brief explanation of the project and instruction, then asked to complete the questionaire. Anonymity was promised and students were asked to provide honest information. They were asked to indicate to the researcher any vaguely-worded questions causing confusion.

The questionnaire was divided into the following sections:

1) General information on the student- dealing with personal (name, age, sex) and school (name and grade) information. This was designed to provide general information about the group, as outlined earlier in this study.

2) Background information (questions #1-12) regarding instruction in and exposure to the German language- dealing with past and current German instruction, sources of instruction, types and amounts of exposure to and use of German in non-classroom settings, other language instruction/exposure/abilities.

The questions in these sections were developed to ascertain whether or not students enrolled in German had had previous exposure to/instruction in the language as well as to determine whether or not ethnicity played a role in the students' choice to enroll in the German class. Although most students in the German 10 class (12/14) indicated that their only formal instruction in the language occurred in the current course, overall responses indicated a variety of other sources of instruction. Only one student indicated that French instuction was currently being received. No students were receiving instruction in any other languages at the time of the pilot questionnaire.

While only about 15% (5) indicated that they had received formal language instruction for more than seven years, almost 80%(27) of the students indicated that they had chances to speak German outside the classroom situation. More than 50%(18) indicated that German was spoken in the home, while approximately 90%(30) indicated that English was spoken in the home. Initially one student indicated another language (Czech) was used in the home; a further five students remembered that other language were used (three indicated French; one, Spanish; and

one, Ukrainian).

Interestingly, more than 75% (26) of the students indicated that their parents spoke German, even though only slightly more than 50%(18) said that German was spoken in the home. About 25% (10) indicated that German was spoken more than English. Almost 75% indicated that German was used in the home only in certain situations (11 students) or only with certain people (13 students). It may be that students are unaware of the actual amount of German used in the home or that they and/or their parents are using the language to communicate in other situations. About one third of the students (11) indicated that they read German outside of class in various forms (books, magazine articles, church-related materials, literature, newspaper articles, car manual) and about 38% (13) said they wrote letters in German, mainly to family/relatives (about 30%- 10 students). There seems to be evidence here of ethnicity as a factor in taking German at school.

When asked whether or not siblings had also received instruction in German, 21 of the possible 33 respondents (approximately 64%) indicated in the affirmative. One student had no siblings. It was further indicated that the siblings of 16 students (almost 50%) had had various other forms of German instruction- 10 in Saturday school, two in church related schools, two in West Germany, and two in university. While the information given does not clearly state this, it seems possible that there were some siblings who received several forms of formal instruction in German. This seems to be consistent with information on language instruction provided earlier by the students themselves.

The pilot study indicated that information to be provided would be important when revising the student questionaire to be used in Lethbridge. It seems that in this area corrobrative information might be required from parents.

3) Motivations- dealing with reasons for enrolling in German classes in school. Students were asked to list all their reasons for undertaking formal study of German in order of importance. The responses were grouped and tabulated, maintaining the students wording wherever possible. The five most important reasons were:

- to communicate with relatives and friends;
- to develop specific competencies and skills in German;
- for university entrance requirements;
- to learn/know another language;and
- for the five (5) credits (mentioned only by those students in high school)

The usefulness of the language was mentioned for travel and career/job related activities. Parental wishes/influence was mentioned, but only in a few (4) instances. Only two students were motivated to study German for enjoyment. While ethnic heritage was cited in only three instances as a specific motivator, it seems to relate to the wish to communicate with relatives/family.

It was decided to use sixteen of the motivations for studying German, in random order, in the Lethbridge study as well as to maintain

the category of 'other', for respondents.

4) Expectations- dealing with the type of things students wished to learn in current and future study of German. The student responses in this section were the answers to the question of what students wished to learn through the study of German in school. The response categories were fewer, focusing on the skills to be mastered. The most popular categories are:

- writing - mastering written structures/forms
  - being able to write letters;
- to speak German;
- to learn the basics of grammar/structure of the language;
- to understand German (comprehension);
- to communicate with German-speaking people: specifically, to carry on a conversation in German;
- to read German; and
- to learn more about German-speaking people and countries where German is spoken.

Mention was also made of learning necessary vocabulary and of pronunciation. These categories were later used in the Lethbridge study.

5) Student self-assessment dealing with self-rated fluency. The Self-Assessment form (Type D) developed by the Council of Europe to determine the Threshold Level was modified and used so that students might rate their own fluency in German.The Council's standard Threshold level is achieved with a score of 25 or more Yes responses. It was noted that generally students/ classes were above the Threshold level in this self-rating scale, as would be expected with the amount of German instruction received prior to the pilot study. Even those students who were in German 10 had already received several months of instruction.

It is not surprising, therefore, that 11 students considered themselves above the threshold level of fluency.

The most difficult subjects of conversation for these students seemed to be:

10 students (about 30%) could not say the following:
#16 I can tell him about a movie I saw (or T.V. program).
#18 I can ask him to help me arrange an appointment with a doctor.

12 students (about 35%) could not say:
#22 I can tell him about the pronunciation of a certain word.
#23 I can ask him to describe the climate in his country.

15 students (almost 45%) could not say:
#19 I can tell him that I take medicine regularly.
#25 I can tell him where he can have his car serviced.

The pilot group on the whole indicated a confidence in expressing itself in German.

6) The School Subjects Attitude Scale, developed by Nyberg and Clarke, University of Alberta, 1982 was administered to determine students' attitudes toward German as a subject of instruction. The three (3) groupings of categories had mean scores as follows:

- attitudinal factor (1-8) - 3.44
- utility/usefulness (9-16) - 4.40
- difficulty factor (17-24) - 3.06

The utility/usefulness of German seemed to be significant to students in this group.

Fluency Self-Rating Scale

SUMMARY

Student No.	YES1 (a)	YES2 (b)	NO (c)	TOTAL(FLUENCY RATING) (30-(c) or a+b)
German 9				
01	7(a)	14	8	21
02	11	17	2	28
03	12	16	2	28
04	19	10	1	29
05	30	0	0	30
06	23	7	0	30
07	22	8	0	30
08	20	10	0	30
09	17	10	3	27
10	30	0	0	30
11	30	0	0	30
---	---	---	---	---
	221	92	16	(329/330 possible)

10/11 (91%) considered their fluency above the Threshold Level (T-Level), that is above a score of 25.

German 10				
21	7	13	10	20
22	9(b)	14	6	23
23	2	14	14	16
24	1	12	17	13
25	4	10	16	14
26	8	15	7	23
27	2	10	18	12
28	4	12	14	16
29	18	10	2	28
30	13	10	7	23
31	14	14	2	28

32	2	12	16	14
33	12	12	6	24
34	2(c)	15	12	17
---	---	---	---	---
	98	173	147	(418/420 possible)

2/14 (14%) considered their fluency above T-Level.

German 30

41	27	3	0	30
42	15	15	0	30*
43	9(d)	12	8	21
44	7	14	9	21
45	24	6	0	30
46	25	5	0	30
47	14	12	4	26
48	30	0	0	30
49	27	3	0	30
---	---	---	---	---
	178	70	21	(269/270 possible)

7/9 (78%) considered their fluency above T-Level.

19/ 34 (about 55%) of respondents considered themselves fluent.

Total

Total responses - 1016/1020 possible > 99%
Total YES1 - 497/ " " = approx. 49%
Total YES2 - 335/ " " = approx. 33%
Total NO - 184/ " " = approx. 18%

APPENDIX II

RESULTS - STUDENT QUESTIONNAIRE

The following are the results of the student questionnaire used in the Lethbridge study.

General Statistics:

German 10 is offered in the two high schools of the Lethbridge Public School System. Students who planned to enroll in German 10 were asked to participate in the study. Of the two high school students who had planned to register in German 10, only one participated in the study. The remainder of the participants in the study were students currently in Grade 9 in the three junior high schools who planned to enroll in German 10.

95% (58/61) of the respondents completed questionnaires.

72% (42/58) of the parents identified by the schools completed and returned questionnaires.

School---------- -- -- --

Sex(M/F): M - 48.3% (28/58) F - 51.7% (30/58)

Age: 13 - 1.7% (1/58)		Grade: 9 - 96.6%	(56/58)
14 - 65.5% (38/58)		10 - 0%	(0/58)
15 - 29.3% (17/58)		11 - 0%	(0/58)
16 - 1.7% (1/58)		12 - 1.7%	(1/58)
17 - 1.7% (1/58)		No response- 1.7%	(1/58)

Place of Birth: ----------

Lethbridge	- 48.3% (28/58)
Alberta	- 22.4% (13/58)
Canada	- 20.7% (12/58)
Germany	- 0 % (0/58)
Other	- 8.6% (5/58)

Citizenship status:	Canadian	- 93.1% (54/58)
	Landed Immigrant	- 3.45% (2/58)
	Other	- 3.45% (2/58)
	(Specify: German.)	

Background Information

For all of the following, check () as many answers as apply. If you have a question, please ask. If there is not enough room for the answer you wish to include, please use the back of the questionnaire.

1 a) Which German course are you enrolled in now?

31.0% (18/58) Grade 9 German
1.7% (1/58) German 10
55.2% (32/58) No German Course
1.7% (1/58) Other (list: ----------)
10.3% (6/58) no response

b) What was your grade in German for the last report period?

19.0% (11/58) 80% or above
17.2% (10/58) 65-79%
1.7% (1/58) 50-64%
0 % (0/58) 40-49%
0 % (0/58) less than 40%
62.1% (36/58) no response

c) What type of average do you maintain in school subjects?
32.9% (19/58) A(80% plus)
51.7% (30/58) B(65-79%)
12.1% (7/58) C(50-64%)
1.7% (1/58) D(40-49%)
0 % (0/58) less than 40%
1.7% (1/58) no response

2 a) Have you had any previous instruction in German?
60.3% (35/58) Yes
36.2% (21/58) No
3.5% (2/58) no response

b) If yes, what sort of instruction have you had?
(Check as many as apply.)
8.6% (5/58) Saturday School
46.6% (27/58) Junior High German
0 % (0/58% Instruction through Church
0 % (0/58) German 10
17.2% (10/58) Other (Specify - instruction received at home from family- parents, grandparents and other relatives.)

Note: 1 student received instruction only in Saturday School;
3 students received Saturday School and Junior High instruction;
1 student received Saturday School, Junior High and OTHER instruction;
20 students were instructed in Junior High School only;
3 students received Junior High and OTHER instruction;and
7 students received only OTHER instruction.

c) How many years of instruction have you had in German? (Include this year.)No previous instruction(0 yrs.) - 37.9% (22/58)
1 yr. previous instruction - 24.1% (14/58)
2 yrs. " " - 10.3% (6/58)
3 yrs. " " - 15.5% (9/58)
4 yrs. " " - 1.7% (1/58)
5 yrs. " " - 1.7% (1/58)
6 yrs. " " - 1.7% (1/58)
7 yrs. " " - 1.7% (1/58)
From birth (native speakers) - 5.2% (3/58)
The average of previous instruction German received as indicated by 62% (36/58) of the respondents was 3.3 years.

3) What language(s) do you speak?
100 % (58/58) - English
34.5% (20/58) - German
24.1% (14/58) - French

10.3% (6/58) - Other (Specify: Chinese, Spanish, Cambodian, sign language)

Note: 1 student (1.7%) indicated the capability to speak 3 languages.
5 students (8.6%) indicated the ability to speak German and French.
2 students (3.5%) speak German and another language.
All of these students indicated that this ability was in addition to the ability to speak English.

4) What language(s) do you understand?
98.3% (57/58) - English (1 did not respond)
39.7% (23/58) - German
27.6% (16/58) - French
6.9% (4/58) - Other (specify: Chinese, Spanish, Cambodian, sign language)

Note: 1 student (1.7%) understands three languages in addition to English.
8 students (13.8%) understand German and French.
1 student (1.7%) understands German and another language.

5) What language(s) do you read?
98.3% (57/58) - English (1 did not respond)
22.4% (13/58) - German
13.8% (8/58) - French
6.9% (4/58) - Other (specify: Chinese, Cambodian, sign language)

Note: 0 students (0 %) read three languages in addition to English.
2 students (3.5%) read German, French and English.
1 student (1.7%) reads German, English and another language.

6) What language(s) do you write?
98.3% (57/58) - English (1 did not respond)
22.4% (13/58) - German
13.8% (8/58) - French
1.7% (1/58) - Other (specify: Cambodian)

Note: 0 students (0 %) write three languages in addition to English.
2 students (3.5%) write in German, French and English.

7) Do you have a chance to speak German in situations other than in the classroom?
8.6% (5/58) - Yes, often.
46.6% (27/58) - Yes, sometimes.
44.8% (26/58) - No.

8) What language(s) are spoken at home? (Check all applicable.)
98.3% (57/58) - English (1 did not respond)
34.5% (20/58) - German
3.5% (2/58) - French
8.6% (5/58) - Other (specify: Spanish, Dutch, Cambodian, Lithuanian, Russian, Italian)

Note: 1 student (1.7%) indicated that no English was spoken

at home - that only another language is spoken.
1 student (1.7%) indicated that English and another language are spoken at home.
3 students (5.2%) indicated that German and another language are spoken at home, in addition to English.

Of the 2 students who indicated that French was spoken at home, 1 indicated that French, German and English were spoken.

It is clear that 46.6% (27/58) - or almost half of the respondents) are not "new" to second language learning. Significantly, 34.5% of the students have had previous exposure to German at home.

9 a) During the course of a typical day, how much German is used in your home? (Choose closest value.)

1.7%	(1/58) -	a) almost 100% of the time;
1.7%	(1/58) -	b) almost 75% (3/4) of the time;
3.5%	(2/58) -	c) almost 50% (1/2) of the time;
6.9%	(4/58) -	d) almost 25% (1/4) of the time;
25.9%	(15/58) -	e) almost 10% (1/10) of the time;
56.9%	(33/58) -	f) never.
3.5%	(2/58) -	no response

b) Are there certain people who use German in your home?

41.4%	(24/58) -	Yes
58.6%	(34/58) -	No

Some examples of those persons who use German in the respondents' homes are:
friends, relatives

10 a) What language does your mother speak?

96.6%	(56/58) -	English
36.2%	(21/58) -	German
1.7%	(1/58) -	other (Chinese)
3.5%	(2/58) -	no response

b) Which does your mother use more?

93.1%	(54/58) -	English
3.5%	(2/58) -	German
1.7%	(1/58) -	other (Chinese)
3.5%	(2/58) -	no response

c) What language does your father speak?

96.6%	(56/58) -	English
32.8%	(19/58) -	German
1.7%	(1/58) -	other (Chinese)
3.5%	(2/58) -	no response

d) Which does he use more?

93.1%	(54/58) -	English
1.7%	(1/58) -	German
1.7%	(1/58) -	both equally
1.7%	(1/58) -	other (Chinese)
3.5%	(2/58) -	no response

e) Does anyone else use German in your home?
24.1% (14/58) - Yes
74.2% (43/58) - No
1.7% (1/58) - no response

f) Who? Explain please: ----------
13 (22.4%) of the respondents indicated those persons who use German in their home. These were categorized as follows.
siblings - 15.5% (9/58)
grandparents - 6.9% (4/58)
No respondent mentioned the extended family, such as aunts, uncles, cousins,etc. and there were no other persons cited (eg. friends, acquaintances or neighbors).
1 respondent who indicated a positive response to 10 e) gave no examples in this question. Thus 77.6% (45/58) of the respondents gave no response to this question.

11) Are there particular circumstances when German is used in your home?
48.3% (28/58) - Yes
(explain:) 28 respondents expanded upon their positive response, with 2 giving two explanations. These responses are summarized as follows.
- (1) always;
- (11) in conversation with German-speaking visitors- friends or relatives (eg. grandparents, great-grandmother, aunts, uncles, sister's boyfriend);
- (4) in telephone and other conversations with grandparents;
- (5) parental conversations where the intent is to exclude children;
- (1) in an emotional situation (eg. mother angry);
- (4) when family members (eg. student, sibling, parent) wish to initiate conversation;
- (1) "Christmas customs";
- (2) for nicknames, short answers or sayings; and
(1) when asked to provide the German words or phrases.

44.8% (26/58) - No
(explain:) Only 19 of the 26 respondents indicating 'No' gave a further explanation in this section, summarized as follows.
- (12) no family member speaks German/ no German background;
- (4) only one member of the family speaks German;
- (1) the family mixes some German into the conversation;
- (1) student has no/very little German homework; and
- (1) No! (no explanation.)

6.9% (4/58) - no response

Note: Almost 1/2 of the future German 10 students indicate that German is used at home in particular circumstances. It may be important to consider the ethnicity factor in this situation.

12) Do you have brothers or sisters?
93.1% (54/58) - Yes
6.9% (4/58) - No
0 % (0/58) - no response

13) Have your brothers and/or sisters also had instruction in German
a) (in Junior/Senior high)?
31.0% (18/58) - Yes
62.1% (36/58) - No
6.9% (4/58) - no response
b) (in Saturday School)?
6.9% (4/58) - Yes
75.9% (44/58) - No
17.2% (10/58) - no response
c) (in other situations)?
17.2% (10/58) - Yes
(Specify: from family/relatives, at home)
58.6% (34/58) - No
24.1% (14/58) - no response
The situations specified where siblings received instruction in German were either in Junior/Senior High schools or from family/relatives.

14 Are you currently studying.....
a) French?
13.8% (8/58) - Yes
84.5% (49/58) - No
1.7% (1/58) - no response
b) German?
32.8% (19/58) - Yes
65.5% (38/58) - No
1.7% (1/58) - no response
Note: While this is a repetitious question, the responses do verify those of question 1a and 1b.
c) a language other than English or German?
3.5% (2/58) - Yes (Unfortunately, which language is not specified.)
91.4% (53/58) - No
5.2% (3/58) - no response

15 a) Do you ever read German other than in school?
32.8% (19/58) - Yes
63.8% (37/58) - No
3.5% (2/58) - no response
b) If YES, what type of things do you read? (Check all applicable.)
15.5% (9/58) - Magazine articles
8.6% (5/58) - Stories
10.3% (6/58) - Books (novels)
3.5% (2/58) - Newspaper articles
12.1% (7/58) - Other(specify: letters, magazines at school, comics, small books/pamphlets)
Respondents indicated that they read German as follows:

5 students read only magazines; 1 reads magazines and newspapers; and 1 reads magazines and OTHER sources. 3 students read stories and books; 1, books only; and 2 read magazines, stories and books. 1 reads newspapers and OTHER sources, and 5 read only OTHER sources.
Note: It is worthwhile noting that approximately 1/3 of this group already reads German in various forms. It is interesting to note that the most popular (or available) form seems to be magazines. Other materials (egs. outlined above) seem to be the next frequently read, followed by books(novels) and stories. Stories seem not to be frequently read.

c) If YES, how often do you read German?
6.9% (4/58) - Every few days
3.5% (2/58) - Weekly
6.9% (4/58) - Monthly
15.5% (9/58) - Seldom
While most of the respondents that read German, do so infrequenly, about 1/3 of this group do read weekly or more frequently.

16 a) Do you write letters, etc. in German?
15.5% (9/58) - Yes
81.0% (47/58) - No
3.5% (2/58) - no response
Most students do not seem to possess the productive skill of writing German (eg.letters). It is interesting to note that writing skills are not listed by this group of respondents as being the most important of their expectations of the German instruction.
b) If YES, to whom do you write? (Check all applicable.)
5.2% (3/58) - to friends
6.9% (4/58) - to family/relatives
6.9% (4/58) - to penpals
3.4% (2/58) - Other(specify: acquaintances/collegues of parents)
Most students who responded positively to this question, indicated that they write to persons in a particular category: 1 to friends, 2 each to family/relatives, penpals, and OTHER. However, 2 of this group indicated corresponding with friends, family and penpals.

Note: It is important to realize that aprroximately 1/10 of this group of future German 10 students already correspond with various friends and family in German.

MOTIVATIONS

There are many reasons students decide to study German. Why are you studying German next year? If you have more than one reason, indicate the three(3) most important to you by rank, one(1) for the most important, etc. . If YOUR reason is not listed, please specify in the OTHER space provided.

	Choices 1st	2nd	3rd	
1)	7	3	3	- Because of your ethnic heritage.
2)	4	10	8	- To communicate with relatives/family.
3)	2	3	3	- For the five(5) credits.
4)	10	5	8	- For University entrance.
5)	4	0	2	- It is practical for your job/career.
6)	3	6	6	- For travel.
7)	7	8	1	- To learn another language.
8)	0	0	4	- Due to parental wishes/influence.
9)	8	6	4	- To learn to understand and speak the language.
10)	3	0	3	- To read and write German.
11)	2	1	1	- For enjoyment.
12)	7	5	5	- A second language is important.
13)	3	4	0	- It's interesting to learn languages.
14)	0	0	1	- For variety.
15)	2	1	3	- It's a challenge.
16)	0	3	3	- To understand and communicate with other people.
17)	0	0	0	- Other (please specify below:)

While there was a distribution of responses, the most popular combined choices were:

1st- #4(23 total) - for University entrance.
2nd- #2(22 total) - To communicate with relatives and family.
3rd- #9(18 total) - To learn to understand and speak the language.
4th- #12(17 total) - A second language is important.

NOTE: Although not given as ranked choices, two students did indicate other motivations for learning German. One indicated that it would useful to speak with a visiting soccer coach who does not speak much English. The other indicated that it was important to learn as much as possible about German to the best of one's ability.

EXPECTATIONS

What type of things (skills, knowledge, etc.) do you want to learn in German 10 next year? Again, rank the top 3(three). If you don't find YOUR answers below, please supply answers in the extra spaces provided.

1) To understand German.
2) To be able to carry on a conversation in German.
3) To become fluent.
4) To speak German.
5) To read German.
6) To write letters in German (to family/penpals, etc.).
7) To learn the basics of the structure of the language.
8) To communicate with German-speaking people.
9) To learn necessary vocabulary.
10) To learn more about German-speaking people and countries where German is spoken.
11) Pronunciation (to pronounce words correctly, with the correct accent).
12) Other (please specify below:)

No.	Choices 1st	2nd	3rd	
1)	17	6	9	32 - 1st choice
2)	10	9	8	27 - 2nd choice
3)	5	7	1	13
4)	10	8	9	27 - 2nd choice
5)	1	5	8	14
6)	1	1	1	3
7)	4	5	4	13
8)	9	8	8	25 - 4th choice
9)	1	4	2	7
10)	0	3	2	5
11)	1	1	2	4
12)	0	0	0	0(other)

While there was a distribution of responses, those most popular combined choices were: #1(32), followed by #2(27) and #4(27), then #8(25).

STUDENT SELF-ASSESSMENT FORM

Instructions: Imagine that you meet a German-speaking person from another country. The person does not know anything about you and your country. What would you be able to tell or ask the person IN GERMAN? Indicate your ability to communicate in German by checking the appropriate response (Yes1, Yes2, No) for each statement. IMPORTANT: Think in your mind how you would say it in German, before checking the appropriate response.

Note: Results for each question were tabulated both collectively and individually.

Yes1 = Yes, with no problems.
Yes2 = Yes, but with difficulty.
No = No.

Collective Results

	Yes1	Yes2	No
1. I can tell him when and where I was born.	4	13	40
2. I can spell my name in German.	15	3	39
3. I can describe my home to him.	2	12	43
4. I can tell him what foods and drinks I like and don't like.	7	10	40
5. I can tell him about my interests and hobbies.	3	10	44
6. I can tell him what I usually read (kinds of books, newspapers, magazines, textbooks).	2	11	44
7. I can ask him what newspapers there are in his own country.	3	9	45
8. I can tell him what I do in my free time.	6	8	43
9. I can tell him how to get to a certain place by bus.	6	2	49
10. I can tell him the time.	13	11	33
11. I can ask him about the price of a ticket for a football game.	4	6	47
12. I can tell him about things that might interest a tourist in my home region.	13	1	43
13. I can ask him about his family.	10	12	35
14. I can tell him about my family.	8	12	37
15. I can tell him about my school.	5	8	44
16. I can tell him about a movie I saw (or T.V. program).	7	2	48
17. I can tell him how I feel at the moment (if I am hungry, tired, ill, etc.).	8	20	29
18. I can ask him to help me arrange an appointment with a doctor.	7	5	45
19. I can tell him that I take medicine regularly.	4	3	50
20. I can tell him that I am tired and need some rest.	12	13	32
21. I can ask him to repeat slowly what he has just said.	10	4	43

22. I can ask him about the pronunciation of a certain word.	10	6	41
23. I can ask him to describe the climate in his country.	5	4	48
24. I can ask him if he knows the price of a certain piece of clothing in his own country.	5	3	49
25. I can tell him where he can have his car serviced.	1	6	50
26. I can ask him to phone me sometime.	10	7	40
27. I can ask him for his telephone number and give my own.	12	9	36
28. I can ask him a German word for some object.	9	11	37
29. I can describe the weather conditions in the four seasons in my country.	13	4	40
30. I can tell him where he can eat and drink.	12	8	37
Average Responses.	..8	..8	..42

Individual Results

15.5% (9/58) have a fluency rating of >20 points
8.6% (5/58) have a rating of 15 to 19 points
34.5% (20/58) have a rating of less than 15 points(1-14)
41.4% (24/58) have a rating of 0(zero) or did not respond
(1 student)

SCHOOL SUBJECTS ATTITUDE SCALES

Instructions

For each pair of words, rate the school subject. Please work quickly. It is better to give your first feelings rather than to think hard about each pair of words. If you do not know the meaning of some of the words, please ask.

	very much	a bit	neither	a bit	very much	(N=58)
Group I (Mean - 3.6)						
awful	0	1	15	26	14	nice(No response 2) Mean - 4.0
boring	0	10	8	19	18	interesting(3) Mean - 3.6
unpleasant	0	5	16	20	15	pleasant(2) Mean - 3.7
dislike	0	2	9	22	23	like(2) Mean - 4.0
dull	0	2	24	19	11	bright(2) Mean - 3.6
dead	0	4	21	24	6	alive(3) Mean - 3.4
listless	2	6	23	16	9	lively(2) Mean - 3.3
tiresome	0	6	19	22	7	exciting(4) Mean - 3.3
Group II (Mean - 4.2)						
useless	2	0	3	9	42	useful(2) Mean - 4.4
unimportant	0	0	5	20	30	important(3) Mean - 4.2
impractical	0	2	5	17	32	practical(useful or workable)(2) Mean - 4.3
worthless	0	0	3	17	35	valuable(3) Mean - 4.3
unhelpful	0	1	1	25	29	helpful(2) Mean - 4.3
unnecessary	0	0	14	24	18	necessary(2,see note) Mean - 3.9
harmful	0	1	5	18	33	advantageous(brings good or gain)(1) Mean - 4.4
meaningless	0	0	10	23	23	meaningful(2) Mean - 4.1

Group III (Mean - 2.9)						
hard	4	16	25	8	3	easy(2) Mean - 2.7
heavy	3	14	27	8	5	light (a lot of work)(1,see note) Mean - 2.9
confusing	2	18	22	9	5	clear(2) Mean - 2.8
complicated	0	23	23	7	3	simple(2) Mean - 2.7
elementary	2	9	29	12	4	advanced(2) Mean - 3.0
strange	3	8	22	15	9	familiar(1) Mean - 3.3
puzzling	1	12	12	23	7	understandable(3) Mean - 3.2
rigorous	5	14	35	3	0	undemanding(1) Mean - 2.6

Note: Where more than a single response was given, this was recorded as no response.

Summary:

Group I(Attitudes): Students had positive attitudes toward German 10, stating that it was (quite) nice, interesting, pleasant, bright and that they liked it. They were almost as positive about it being alive, lively and exciting.

Group II(Value/Utility): This group made a clear statement about the value of German. They feel that it was useful and advantageous, as well as practical, valuable, and helpful. German was important, meaningful, and necessary to this group.

Group III(Difficulty): Whether or not students had had previous instruction, they seemed to have no particular views about its difficulty. All students indicated that German was slightly familiar and understandable, as well as slightly hard, complicated, and rigorous. Some instruction led to the view that German was a bit advanced.

APPENDIX III

RESULTS - PARENT QUESTIONNAIRE

The following are the results of those parent questionnaires returned by mail in the self-addressed envelopes. (Postage was pre-paid.) Forty-two (42) of the possible fifty-six (56) questionnaires (75%) were returned, although the last few arrived months later.

Background Information

1) Age:: (Please check the appropriate age range below.)

a) Mother- 47.6% (20/42) - 30-40 yrs.
47.6% (20/42) - 41-50 yrs.
2.4% (1/42) - 51+ yrs.
2.4% (1/42) - no response

b) Father- 28.6% (12/42) - 30-40 yrs.
35.7% (15/42) - 41-50 yrs.
26.2% (11/42) - 51+ yrs.
2.4% (1/42) - Other
7.1% (3/42) - no response

2) Location of birth- Where were you born?

Location	a) Mother	b) Father
Lethbridge	9.5%(4/42)	7.1%(3/42)
Alberta	11.9%(5/42)	16.7%(7/42)
Canada	47.6%(20/42)	47.6%(20/42)
Europe	23.8%(10/42)	19.1%(8/42)
Other(U.S.A.,Mexico)	4.8%(2/42)	4.8%(2/42)
no response	2.4%(1/42)	4.8%(2/42)

The majority of the respondents were born in Alberta, with approximately 1/3 of those originating from Alberta. About 1/5 of the overall respondents were born in Europe, almost 1/2 of these originated from Germany.

c) If not born in Canada, at what age did you come to this country?

Mother - 28.6% (12/42) respondents indicated that they came to Canada between the ages of 7 to 30 years old. The average arrival age was 16 (15.8) years old.

Father - 21.4% (9/42) respondents indicated that they came to Canada between the ages of 8 to 24 years old. The average age was 17 (17.4) years old.

Thus approximately 25% of this group of parents arrived in Canada, on average in their later teens.

3) Did you attend school

4.8% (2/42) - in Germany?
71.4% (30/42) - in Canada?
14.3% (6/42) - in both countries?
4.8% (2/42) - Other? (Please specify: Spain, Mexico)
4.8% (2/42) - No response.

4) Schooling- Please indicate below the level (grade or year) of school last attended, and the year of the last schooling.
a) Mother- Level ---------- Year -----
b) Father- Level ---------- Year -----
The education of the respondents varied, although most were educated in Canada. One third of the respondents chose not to provide information regarding the year last attending school. Thus a summary of the responses follows.

	Mother(#/year range)	Father(#/year range)
Junior High School:		
Grade 7	1 (n/r-no response)	1 (1965)
Grade 8	2 (1952,1959)	2 (1948)
Grade 9	3 (1952,1979)	3 (1946-51)
Senior High School:		
Grade 10	4 (1961-67)	7 (1948-75)
Grade 11	4 (1966, n/r)	2 (1958,n/r)
Grade 12	18 (1952-62)	12 (1944-68)
Post-secondary (University,Technical school,Post-graduate)	6 (1956-83)	7 (1957-73)
Other:		
partial Grade 12, Grammar school	2 (1964,n/r)	
partial Grade 12, 11+, Grade 10 and 4 yrs. Air Force training, Grade 3	4 (1951-64,n/r)	

5 a) Have you had any formal instruction in German?
26.2% (11/42) - (Mothers); 23.8% (10/42) - (Fathers): Yes
66.7% (28/42) - (Mothers); 61.9% (26/42) - (Fathers): No
7.1% (3/42) - (Mothers); 14.3% (6/42) - (Fathers): No response.

b) If yes, what sort of instruction?
4.8% (2/42) - Saturday School
19.1% (8/42) - Public School (eg. Junior or Senior High)
7.1% (3/42) - Instruction through Church
16.7% (7/42) - Schooling in Germany/Europe
(Explain:elementary and/or public school in Europe)
7.1% (3/42) - Other (Please specify: at home instruction/speaking at home/individual study-workbook,dictionary/ conversations with German-speaking people)
Note: Two of the respondents received more than one type of instruction.

c) How many years of instruction in German have you had? (Please include this year in calculations.)
41.7% (5/12) - 1-3 years
16.7% (2/12) - 4-6 years
16.7% (2/12) - 7-12 years
25.0% (3/12) - > 12 years
Twelve parents responded to this question, indicating a range of 1 to

35 years of instruction in German of various types. The average years of instruction was 9(8.8) years.

6) What language(s) do you speak?
100.0% (42/42) - English
40.5% (17/42) - German
9.5% (4/42) - French
19.1% (8/42) - Other (specify: Spanish,Finnish,Swedish,Japanese, Lithuanian,Ukrainian,Chinese)
2.4% (1/42) - German and French
2.4% (1/42) - German, Finnish, and Swedish.

It is interesting to note that 40% of the respondents' families speak German- 5% of these families speaking German in addition to another language. A further 19% of respondents indicated that they spoke a second language in addition to English. Presumably, then, the children of these parents (59%) have had some previous exposure to a second language. These students would not then be true 'beginners' in the German as a second language class.

7) What language(s) do you understand?
100.0% (42/42) - English
45.2% (19/42) - German
9.5% (4/42) - French
19.1% (8/42) - Other (specify: Spanish,Finnish,Swedish,Russian, Greek,Japanese,Lithuanian,Italian,Ukrainian,Chinese)
4.8% (2/42) - German and French
2.4% (1/42) - German, French, Finnish and Swedish.

The results here seem to concur with those in question #6, suggesting that the children in these families would have had some previous second language exposure.

8) What language(s) do you read?
100.0% (42/42) - English
33.3% (14/42) - German
9.5% (4/42) - French
9.5% (4/42) - Other (specify: Spanish,Lithuanian)
2.4% (1/42) - German and French
4.8% (2/42 - German and Spanish.

9) What language(s) do you write?
100.0% (42/42) - English
23.8% (10/42) - German
7.1% (3/42) - French
7.1% (3/42) - Other (specify: Spanish, Finnish)
2.4% (1/42) - German, French and Spanish.

10) What language(s) are spoken at home? (Check all applicable.)
100.0% (42/42) - English
16.7% (7/42) - German
0.0% (0/42) - French
2.4% (1/42) - Other (specify: Spanish)

2.4% (1/42) - German and Spanish.

Note: While 16.7% of this group indicate that German is spoken in the home, none of this group indicate that French is spoken at home. Thus it seems that ethnicity does seem a variable for those of German ethnic background, there do not seem to be any participants of Francophone heritage.

11) During the course of a "typical" day, how much German is used in your home? (Choose closest value.)

0.0% (0/42) - a) almost 100% of the time;
0.0% (0/42) - b) almost 75% of the time;
2.4% (1/42) - c) almost 50% of the time;
2.4% (1/42) - d) almost 25% of the time;
16.7% (7/42) - e) almost 10% of the time;
69.1% (29/42) - f) never
9.5% (4/42) - No response.

Note: Parents seem to indicate that much less German is used in the home during a typical day than what is perceived to be the case by students.

12 a) Are there certain people who use German in your home?

42.9% (18/42) - Yes
54.8% (23/42) - No
2.4% (1/42) - No response.

b) If yes, who? Please indicate those persons who use German in your home:

2.4% (1/42) - Whole family
16.7% (7/42) - Mother
14.3% (6/42) - Father
9.5% (4/42) - Parents
7.1% (3/42) - Children
4.8% (2/42) - Mother and Children
0.0% (0/42) - Father and Children
14.3% (6/42) - Grandparents
7.1% (3/42) - Mother and Grandparents
7.1% (3/42) - Father and Grandparents
2.4% (1/42) - Both parents and Grandparents
14.3% (6/42) - Relatives (extended family)
7.1% (3/42) - Mother and relatives
4.8% (2/42) - Father and relatives
4.8% (2/42) - Both parents and relatives
2.4% (1/42) - Other

13) Are there particular circumstances when German is used in your home?

47.6% (20/42) - Yes
50.0% (21/42) - No
2.4% (1/42) - No response.

If yes, please explain-

Most commonly, in conversation with relatives/friends (eg.grandparents,

great-grandparents, mother and sister-in-law)
The next most frequently-mentioned situation- when family/relatives/friends visit/family get-togethers.
Next often mentioned- writing letters to family/relatives.
Parents mentioned that German is used in conversation when they don't wish the children to be included in the conversation.
Other circumstances mentioned were:
- while grandmother was alive, she lived with the family; mother spoke to her in German;
- to describe food;
- when angry;
- when saying grace, in prayer;
- singing (Lieder); and
- watching T.V..

14 a) Do you ever read German in your home?
26.2% (11/42) - Yes
73.8% (31/42) - No
0.0% (0/42) - No response.

b) If YES, what type of things do you read? (in German)
14.3% (6/42) - Magazine articles
4.8% (2/42) - Stories
9.5% (4/42) - Books (novels, etc.)
9.5% (4/42) - Newspaper articles
9.5% (4/42) - Other (specify: letters from relatives or friends, newspaper articles, the Bible)

c) If YES, how often do you read German?
0.0% (0/42) - Every few days
2.4% (1/42) - Weekly
7.1% (3/42) - Monthly
14.3% (6/42) - Seldom
2.4% (1/42) - Other (specify: occasionally a newspaper article)

15 a) Do you write (letters, etc.) in German?
19.1% (8/42) - Yes
78.6% (33/42) - No
2.4% (1/42) - No response

(b) If YES, to whom do you write? (Check all applicable.)
9.5% (4/42) - to friends
21.7% (9/42) - to family/relatives
0.0% (0/42) - to penpals

16 a) Do you feel that it is useful for your child to learn German in school?
88.1% (37/42) - Yes
7.1% (3/42) - No
4.8% (2/42) - No response

b) If yes, why do feel that this subject is useful? Please explain:

As indicated by the above responses(16a), most parents felt that it was useful for their son or daughter to study German. Their reasons have been tabulated, categorized and paraphrased below. It is important to note that most respondents offered several reasons for the usefulness of learning German.

ethnicity/ethnic heritage:
- to maintain/discover more about our ethnic heritage (4);
- to speak with/better understand family/relatives (4); and
- to speak with family/relatives when travelling in Germany (2).

utility:
- a second language is important/useful (10)- ie. useful for communication, learning, discipline and memory skills, as well as for a number of personal life experiences;
- when travelling (eg. better than attempts with dictionary) (5);
- German-speaking people were often met travelling (1);

- for career/job market- ie. greater opportunity and better jobs for bilinguals, etc. (5);

- useful if a second language is needed for university entrance (2);

- a skill that can be useful for a lifetime (1).

interest,value:
- it's interesting (4);
- it's good to be able to speak another language (2); it "doesn't hurt to know another language" (1) - (3);
- to broaden horizons/outlook and knowledge of life (2);

- for "Future" (1);
- a furthering of education (1);

understanding another people/culture:
- to better understand other people (1);
- it means so much more to people when you talk to them in their language than speaking English (1);

- to help contribute to world peace (1);

expansion of horizons:
- to broaden range of experience and to expose one to the workings of another culture through its language (1);

- is "an important European language with an impressive cultural background that would then become so much more accessible" (1);

understanding own culture:
- a second language provides a stronger basis for understanding and using one's own language (1);

alternatives:
- would have preferred child to take French, but happy that second language is being pursued (1);
- French proved difficult, so child switched to another second language (1);
- as third language- child has an aptitude for French, so hopefully will succeed in German, too (1);
- child could get help as needed from German-speaking friends (1).

MOTIVATIONS

There are many reasons students decide to study German. Some of the reasons have been listed below. Which of the following would you see as the most important reasons for studying German? Please indicate the three most important reasons by rank, ie. 1(one) for the most important, etc. . If you feel an important reason has not been included, please list this reason below (in the Other column).

	Choices 1st	2nd	3rd		
1)	4	2	4	-	Because of your ethnic heritage.
2)	1	4	1	-	To communicate with relatives/family.
3)	0	1	2	-	For the five(5) credits.
4)	1	3	0	-	For University entrance.
5)	1	2	0	-	It is practical for your job/career.
6)	0	4	7	-	For travel.
7)	4	3	2	-	To learn another language.
8)	1	0	0	-	Due to parental wishes/influence.
9)	7	4	3	-	To learn to understand and speak the language.
10)	0	1	0	-	To read and write German.
11)	5	1	1	-	For enjoyment.
12)	10	3	2	-	A second language is important.
13)	0	0	2	-	It's interesting to learn languages.
14)	0	0	1	-	For variety.
15)	0	1	4	-	It's a challenge.
16)	1	3	4	-	To understand and communicate with other people.
17)	0	1	0	-	Other (please specify below:) ("Found French too hard to learn".)

While there was a distribution of responses, the most popular combined choices were #12(15), followed by #9(14), #6(11), #1(10) and #7(9).

EXPECTATIONS

What type of things (skills, knowledge, etc.) do you want your child to learn in German 10 next year? Again, rank the top 3(three). If you don't find YOUR answers below, please supply answers in the extra space provided (in the OTHER category.):

1) To understand German.
2) To be able to carry on a conversation in German.
3) To become fluent.
4) To speak German.
5) To read German.
6) To write letters in German (to family, penpals, etc.).
7) To learn the basics of the structure of the language.
8) To communicate with German-speaking people.
9) To learn necessary vocabulary.
10) To learn more about German-speaking people and countries where German is spoken.
11) Pronunciation (to pronounce words correctly, with the correct accent).
12) Other (please specify below:)

No.	Choices 1st	2nd	3rd	
1)	5	4	3	12 - 3rd choice
2)	6	3	1	10
3)	1	1	3	5
4)	5	7	1	13 - 2nd choice
5)	0	2	5	7
6)	0	2	1	3
7)	8	1	0	9
8)	5	5	6	16 - 1st choice
9)	1	3	2	6
10)	1	3	4	8
11)	1	4	6	11 - 4th choice
12)	0	0	0	0(other)

While there was a distribution of responses, those most popular combined choices were: #8(16), followed by #4(13), #1(12) and #11(11).